

**THE COMPARISON BETWEEN INTROVERT AND EXTROVERT  
SECOND GRADERS' SPEAKING ACHIEVEMENT AT SENIOR HIGH  
SCHOOL NURUL JADID PROBOLINGGO IN THE ACADEMIC  
YEAR 2020/2021**

**THESIS**



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FACULTY OF TARBIYAH AND TEACHER TRAINING  
JULY 2021**

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**THESIS**

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In partial fulfillment of the requirements to obtain a bachelor's degree

*of Sarjana Pendidikan (S.Pd)*

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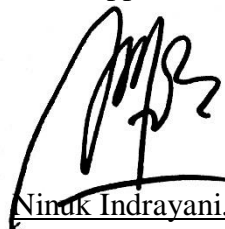
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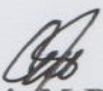
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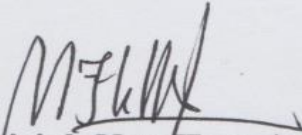
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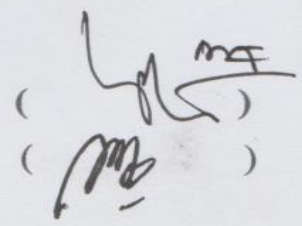
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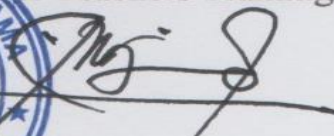
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## MOTTO

“While Extrovert are verbal processors, who speak as they think, Introvert need to think before we speak. This leads to a slower, more thoughtful communication style that involves fewer words and longer pauses”<sup>1</sup>



---

<sup>1</sup> Michaela Chung. The Irresistible Introvert 2000

## DEDICATIONS

I proudly dedicate this thesis to:

1. I Want to say thank Mr. Mahfud as my beloved father and Mrs. Kud as my beloved mother for their support, motivation, love and prayer for me to finis my thesis.
2. For my husband Muhammad bahrosi thank you for always support me in every time , Without you and your pray, I will not reach this stage.
3. For my siter Rela kismatal Maula and liza who always support, attention, and pray for me.
4. For Mrs. Siti Nur Kholisa S.Pd. as english teacher I give my most sincere gratitude for her guidance, help, and cooperation.
5. My Beloved Friends Kamila Khotami and Eka Agustiana, thank you for always sharing your knowledge to me and helping me finished my thesis. Jamilah, thank you for helping me cheking my grammar,
6. For all big family of TBI2 thank you for always support me in every time.

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First of all, I would like to praise ALLAH SWT for the blessing and mercy given to me during my study so that finally I can finish this final project accordingly. Peace and blessing be upon the Prophet Muhammad Shallallaahu'alaihi wa sallam, his family, his relatives, and all his followers. I really realize that thesis is actually a miracle for me since it was firstly regarded as a task that would be very hard to do. Therefore, in this opportunity I would like to thank people who given their thesis ideas, times, and everything to me during writing this thesis. They are :

1. The excellency Rector of the Institute of Islamic Studies Jember **Prof. Dr. Babun Soeharto, S.E, MM**, State Institute of Islamic Studies of Jember
2. **Dr. Hj . Mukniah, M, Pd.I** As the Dean of the faculty of teacher training and education State Institute of Islamic Studies Jembner.
3. **Asy'ari M.Pd.I** the Head of English Language Teacher Training Department.
4. My consultant, **Ninuk Indrayani, M.Pd.** I would like to express my gratitude for her invaluable time, patience, encouragement, and suggestion in guiding me during the process of writing this thesis.
5. The lectures of English Language Teacher Training Department who have given me moral support and suggestions in finishing this thesis.
6. The Principle of Senior High School of Nurul Jadid, **H. Didik Wicaksono, S.Sos**, and the staffs for their permission and help during my research in Senior High School of Nurul Jadid Paiton.

## ABSTRACT

Intan Lailatul Farah 2021: The Comparison between Introvert and Extrovert Second Graders' Speaking Achievement at SMA Nurul Jadid in The Academic Year 2020/2021.

Speaking is one of abilities in English learning which is required to communicate with another. Some students usually get difficulties to speak. On other hand some other students are active in speaking in their classroom. One of causes of those problems relates to the personality. Based on dimensions of attitude, there are two types of personalities, such as extrovert and introvert.

This study is limited to find out the The Comparison between Introvert and Extrovert especially in Speaking Achievement, the researcher formulated there research questions, as follows: How is the introvert second graders' speaking achievement at Senior High School of Nurul Jadid in the academic year 2020/2021, How is the extrovert second graders' speaking achievement at Senior High School of Nurul Jadid in the academic year 2020/2021, Is there any significant difference between introvert and extrovert second graders' speaking achievement at Senior High School of Nurul Jadid in the academic year 2020/2021. Referring to the research questions, this research was intended to investigate the introvert students speaking achievement, extrovert students speaking achievement, and the differences between introvert and extrovert second grades speaking achievement.

This research is quantitative study, The research design is a comparison research. It involved two independent variables which are introvert and extrovert students from the same class, The population of this research was all second grades of senior high school of Nurul Jadid . Then, the sample of this research was taken from XIIPA5 & XIIPA6 class which consist of 30 students. The instrument of collecting data was a Questionnaire and Speaking test. This research was analysed using Mann Whitney test.

After analyzing the data, the researcher concluded that ; (1) The speaking achievement's score from introvert second graders speaking achievement at Senior High School of Nurul Jadid in The Academic Year 2020/2021 was 56,9 which was under the minimum mastery criteria or kriteria ketuntasan minimal (KKM) which is 75 for English lesson; (2) The speaking achievement's score from extrovert introvert second graders speaking achievement at Senior High School of Nurul Jadid in The Academic Year 2020/2021 was 76,9 which was ; (3) There was a significant difference between introvert and extrovert second graders' speaking achievement at Senior High School of Nurul Jadid in The Academic Year 2020/2021 and the null hypothesis (H<sub>0</sub>) was rejected and alternative hypothesis (H<sub>a</sub>) was accepted.

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

There are two opposite personalities that people have, they are introvert and extrovert personality. That personalities correlate with some aspect of people habit. Usually, introvert people are more reserved than extrovert people. “Since the whole nature of extrovert appears more mobile, more full of life and activity than that of the introvert.”<sup>1</sup> Students who learn at school also have that personality. Some of them have introvert personality and some of them have extrovert personality. Students who have introvert personality have different habit with students who have extrovert personality in the class. That different habit also can affect their achievement at school, especially in their speaking achievement. “Second language acquisition is a process that can be affected by several factors, one of which is the learner’s personality. A number of theories hold that personality factors significantly influence the degree of success that individuals achieve in acquiring a second language.”<sup>2</sup>

Moreover, many teachers think that students who have extrovert personality have better second language skill than introvert students because of students who have extrovert personalities participate more during lesson in the class. “It has been suggested that since extroverts may have a propensity

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<sup>1</sup> C.G Jung, *Psychological Types*, (United States of America: Princeton University Press, 1976), 150.

<sup>2</sup> Gass & Selinker in Fatma Hsain, “The Role of Extrovert and Introvert Personality in Second Language Acquisition”, *IOSR Journal of Humanities and Social Science* VOL 20, 109 (February, 2015).

for language learning, that teachers encourage the more reticent students to come out of their shells and participate more in the language classroom.”<sup>3</sup>

Looking at the other way, Speaking is one of four English skills that important to be learnt by students. Students are expected to be able using English for communication because English is important for global relation such as what is stated in the law’s explanation of section 77 verse 1 letter c that:

*Bahan kajian bahasa mencakup bahasa Indonesia, bahasa daerah, dan bahasa asing dengan pertimbangan:*

1. *Bahasa Indonesia merupakan bahasa nasional;*
2. *Bahasa daerah merupakan bahasa ibu peserta didik; dan*
3. *Bahasa asing terutama bahasa Inggris merupakan bahasa internasional yang sangat penting kegunaannya dalam pergaulan global.*<sup>4</sup>

Al-qur’an also states about speaking in surah al-Isra’ verse 53 وَقُلْ لِعِبَادِي

which means, “and tell my servants to say that يَقُولُوا الَّتِي هِيَ أَحْسَنُ<sup>5</sup> which is best”. From that surah, Allah asks people to speak best to each other which means, people should learn about speaking in order people are able to communicate with each other.

Furthermore, "speaking is so much a part of daily life that we take it for granted."<sup>6</sup> People speak to communicate and people do communication every day to each other. "Very broadly, there are two main purposes for speaking.

<sup>3</sup> Paula Kezwer, “The Extroverted Vs. The Introverted Personality and Second Language Learning”, *TESL Canada Journal* VOL 5, 55 (November, 1987)

<sup>4</sup> Permendiknas, *Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 Tentang Perubahan Atas Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan*.[https://kelembagaan.ristekdikti.go.id/wp\\_content/uploads/2016/08/UU\\_no\\_20\\_th\\_2\\_003.pdf](https://kelembagaan.ristekdikti.go.id/wp_content/uploads/2016/08/UU_no_20_th_2_003.pdf). (5 April 2020) 17.33 pm

<sup>5</sup> Al-Qur’an, 17:53, Kementerian Agama Republik Indonesia, 2010.

<sup>6</sup> Scott Thornbury, *How To Teach Speaking* (t.tp: t.p, t.t),1.

Speaking serves either a transactional function, in that's primary purpose is to convey information and facilitate the exchange of goods or services, or it serves an interpersonal function, in that's primary purpose is to establish and maintain social relation."<sup>7</sup> From looking at the importance of speaking and the main purpose of speaking, it is important for people to master the speaking skill, especially English speaking skill to make global relation and share or know the global information. "Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well."<sup>8</sup> Speaking skill in the school must be assessed to make teachers know the student's ability or student's competence in speaking English whether the students have a good speaking skill or not. However in a journal entitled A Comparative Study between Extroverted and Introverted Students and their Speaking Ability mentioned that "either introvert or extrovert, does not give significant correlation on the achievement of their speaking skill" the researcher of that journal said that because the differences of introvert and extroverts' speaking skill does not have a significant difference. But the scores of extrovert speaking skill was better than introvert students. The total of extrovert students' speaking score was 2684.88, while the total of introvert students' speaking skill was 1594.88.

The researcher is interested in doing a research at Senior High School Nurul Jadid Probolinggo, because some theories about introvert and extrovert students related speaking achievement, actually occur in Nurul Jadid

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<sup>7</sup> Thornbury, 13.

<sup>8</sup> Sari Luoma, *Assessing Speaking* (United Kingdom: Cambridge University Press, 2009), 1.

Probolinggo where the researcher had been school there in 6 years. The difference between them is obvious especially at the first level of school, where many of them are still not too close to each other. So, based on all the description above, the researcher wants to conduct a research entitled “The Comparison between Introvert and Extrovert Second Graders’ Speaking Achievement at Senior High School Nurul Jadid Probolinggo in the Academic Year 2020/2021”. This study aims to know the differences between introvert and extrovert students, and not be used to stereotype or limit between them.

#### **B. Research Question**

Referring to the background study, the research questions are formulated as follows:

1. How is the introvert second graders’ speaking achievement at Senior High School of Nurul Jadid in the academic year 2020/2021?
2. How is the extrovert second graders’ speaking achievement at Senior High School of Nurul Jadid in the academic year 2020/2021?
3. Is there any significant difference between introvert and extrovert second graders’ speaking achievement at Senior High School of Nurul Jadid in the academic year 2020/2021?

#### **C. Research Objective**

Referring to the research questions, the research objectives are formulated as follows:



1. To investigate the introvert second graders' speaking achievement at Senior High School of Nurul Jadid in the academic year 2020/2021.
2. To investigate the extrovert second graders' speaking achievement at Senior High School of Nurul Jadid in the academic year 2020/2021.
3. To investigate whether or not there is significant differences between introvert and extrovert second graders' speaking achievement at Senior High School of Nurul Jadid in the academic year 2020/2021.

#### **D. Significance of the Research**

Based on the research objectives, this research is expected to have benefits in education both directly and indirectly. The benefits of this study are as follows:

1. Theoretical Benefit

Theoretically, this study will examine the differences of introvert and extrovert related to student's speaking achievement. Thus the findings of this study will enrich the repertoire of knowledge in the field of psychology about introvert and extrovert.

2. Practical Benefit

Practically this research can be useful for the teachers and the future researcher. The result of this research is expected that teacher and future researcher will get more information about introvert and extrovert theory related to student's speaking achievement. Besides, they also find out the student's strengths and the weaknesses in learning English language. The teacher is expected to know deeply about their students and

how to teach them based on their personality. Then, the data of the research are also very useful for the future researcher as a reference for further studies.

## **E. Operational Definition**

Operational Definition is presented to avoid the possible confusion, ambiguity or misunderstanding about some key terms used in this study.

### **1. Introvert and extrovert.**

Introvert and extrovert are two personalities that people have. People who have introvert personality definitely have different habit and attitude with people who have extrovert personality. Extroverts were defined as one who enters with interest and confidence into social activities of the direct type and has little liking for planning or detailed observation, and introverts were defined as being below the general average in liking for thought. In this study, introvert and extrovert refer to students' personality which relate to their speaking achievement at second grade of Senior High School.

### **2. Students' speaking achievement.**

Speaking is the English ability which is important to be learnt by students in order students are able to communicate using international language. In this study, the introvert students' speaking scores and the extrovert students' speaking scores will be compared to know the difference between their speaking achievements. The indicator of speaking

that will be analysed by the researcher is about fluency, pronunciation, intonation, accuracy, and comprehension.

## **F. Hypothesis**

In this research, based on the research questions and the objectives of the research, the researcher formulated the hypothesis as follows:

### 1. Ha (Alternative Hypothesis)

There is significant difference between introvert and extrovert second graders' speaking achievement at Senior High School Nurul Jadid Probolinggo in the academic year 2020/2021.

### 2. H0 (Null Hypothesis)

There is no significant difference between introvert and extrovert second graders' speaking achievement at Senior High School Nurul Jadid Probolinggo in the academic year 2020/2021.

## **G. The Structure of The Report**

The research consist of five chapters. The are arranged systematically as follow:

Chapter I is Introduction that include background of study, research question, research objective, significance of the research, operational definition, assumption, hypothesis of research.

Chapter II is Literature review that include previous research, theoretical framework.

Chapter III is Research Method that include research design, population and sample, data collecting method, and data analysis.

Chapter IV is the report of the research which consist of finding and discussion.

Chapter V is the closure which consist of conclusion and suggestion



## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Research

This part of reviews is about several previous researches conducted by other researchers that have similar focus with review some previous studies related to my research entitled “The Comparison between Introvert and Extrovert Second Graders’ Speaking Achievement at Senior High School Nurul Jadid Probolinggo in the Academic Year 2020/2021”

1. First previous study by Dyah Sri Wulandari (2017), entitled "Extrovert and Introvert Students In Speaking Ability Of English Department At IAIN Palangka Raya ". The result of Dyah’s study found that there was significant difference between extrovert and introvert. Students who have extrovert personality have better speaking than the introvert students. The similarities of this study with Dyah’s study is our study explained about Extrovert and Introvert Students related to speaking. The design of Dyah’s study and researcher study also used quantitative comparative, and also used questionnaire as the data collection. The difference between Dyah’s study and researcher’s study is the researcher’s study also uses speaking test while Dyah’s study only used questionnaire.
2. The second previous study by Silvia Rahmawati and Eva Nurmayasari,(2016), entitled “A Comparative Study between

Extroverted and Introverted Students and Their Speaking Ability”.

The result of this study found that either introvert and extrovert does not give significant correlation on their speaking achievement. The similarities of this study with Silvi’s and Eka’s study is our study explained extrovert and introvert student and speaking. Their study also used quantitative research and questionnaire. The difference between Silvi and Eka’s study with the researcher’s study is their study did not use test.

3. The third previous study by University of Bengkulu ,(2018), entitle “A Comparative Study On Introvert and Extrovert Students Personality In English Listening Scores”. The result of this study found that there is any significant different between introvert and extrovert students personality in English listening score. The similarities of this study and University of Bengkulu’s study are both used comparative research as the design of the research and also the collecting data used questionnaire. The differences are University of Bengkulu’s focused on listening skill while Researcher’s study focuses on speaking skill.

**Table 2.1**

**The Similarities and Differences of  
Previous Research and This Research**

No	Name/Title of Research	Similarities	Differences

	1	2	3
1.	Dyah Sri Wulandari/ Extrovert and Introvert Students In Speaking Ability Of English Department At IAIN Palangka Raya.	<ul style="list-style-type: none"> <li>• Discuss about Extrovert and Introvert students and speaking</li> <li>• The method of Dyah's research also used comparative research</li> <li>• The collecting Dyah's research also used questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>• The researcher's also uses speaking test while Dyah's research did not use test</li> </ul>
2.	Silvia Rahmawati and Eva Nurmayasari/ A Comparative Study between Extroverted and Introverted Students and Their Speaking Ability	<ul style="list-style-type: none"> <li>• Discuss about Extroverted and Introverted students and speaking</li> <li>• The method of Silvia's and Eva's research also used quantitative research</li> <li>• The collecting Silvia's and Eva's research also used questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>• The researcher's also uses speaking test while of Silvia's and Eva's research did not use test</li> </ul>

	1	2	3
3.	University of Bengkulu/ A Comparative Study On Introvert and Extrovert Students Personality In English Listening Scores	<ul style="list-style-type: none"> <li>The method of university of Bengkulu's research also used comparative research</li> </ul>	<ul style="list-style-type: none"> <li>Researcher's study discuss about speaking while the study of university of Bengkulu's discuss about Listening</li> </ul>

The distinctions between this study with three previous studies above are there is study no study focus about speaking achievement which focused on Listening. Dyah's study discussed about introvert and extrovert student, also her study focus on speaking achievement. Beside, the design of Dyah's study used comparative as the design of the study. Is Silvia's study discussed about introvert and extrovert students focus on speaking achievement and her study used quantitative as the design of study. The third previous study by University of Bengkulu's discussed about introvert and extrovert students but did not discussed about speaking. So, only this study discussed about introvert and extrovert students focused on listening.

## B. Theoretical Framework

### 1. Introvert and Extrovert as Psychological Perspective



### a. Characteristics of Introvert Students

“Introverts are people that hold all of from external happenings, and dislike of large social. In a large gathering they feel lonely and lost. What they do, they do in their own way.”<sup>1</sup>

“Introvert think carefully and analyze details before speaking which is a key trait of a leader. Introvert support for encouraging behavior and extrovert set targets and visions for the subordinates. It is evident that introvert personality type employees will be more likely to show a dutiful character, more likely to be altruism and obvious citizenship virtue compared to extrovert personality type employees.”<sup>2</sup> From the statement above, it can be concluded that introverts are people who are more comfortable doing their activity with their self or small social.

“Proposes that the characteristics of introvert personality are recharges through time alone, avoids being the center of attention, thinks in their head, very personal, listen more than speaks, hides enthusiasm, and prefers quality over quantity friendships”<sup>3</sup>. “The introvert is passive, quiet, reserved, withdrawn, sober, aloof, and restrained.”<sup>4</sup> It means that introvert

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<sup>1</sup> Dyah Sri Wulandari, “Extrovert and Introvert Students in Speaking Ability of English Department IAIN Palangkaraya”, 2017, 27.

<sup>2</sup> Mahikala Niranga, “Introverted and Extroverted Personality Traits of Leaders and OCB of Followers: A Moderating Effect of Leader-Member Relationship of IT Industry in Sri Lanka”, *The International Journal of Busibess & Management*, 684, ( Juny 2019).

<sup>3</sup> Mitchellete,(2008, p.66)

<sup>4</sup> Dorney, (2005, p.15)

is types of students who like silence. They like to be alone because they not too interested making many friends.

From explanation above, it can be concluded that are several points which characterize students who have introvert personality. First, introvert students are reserved and distant except to intimate friends'. Second, introvert students refers to work alone and aloof. Third, they tend to passive, shy, does not like appear in public, avoid noise and crowds situations and quite. Fourth, they are very personal, closed, and seriousness. Fifth, they tend to think very careful, and need to think and talk later, planning in their head. Last, they are listening more than speak and hides enthusiasm

#### **b. Characteristic of Extrovert Students**

Extroverts in Dyah's study explained as "outgoing, candid, and accommodating nature, easily adapted in the new situation and new environment. They like traveling, meet new people, see new places like a party, and they are typically found open and friendly."<sup>5</sup> "Extrovert prefer more interactions, they can quickly get aggressive when trying to impress others or earn their respect through over commitment."<sup>6</sup> .From the statement above, extroverts are people who like to interact with other people. "In other words, extroverts are motivated from without and their

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<sup>5</sup> Nirangga, 24.

<sup>6</sup> Mahikala Niranga, "Introverted and Extroverted Personality Traits of Leaders and OCB of Followers: A Moderating Effect of Leader-Member Relationship of IT Industry in Sri Lanka", *The International Journal of Busibess & Management*, 685, ( June 2019).

attention is directed outward.”<sup>7</sup> Extrovert is usually characterized by the traits such as gregariousness, assertiveness, activity, confidence, excitement-seeking, positive emotions and warmth. Extrovert tend to position themselves closer to others, and direct facial posture and eye contact is more likely to be maintained. Extrovert are usually very friendly, energetic. They meet new people easily and often take leadership roles.

“The characteristics of extrovert personality are recharge by interaction with others, share personal information freely, talks more than listens, communicate with enthusiasm, and prefer many friends to a few friend and shallow relationships.”<sup>8</sup> Beside of that “proposes that the characteristics of extrovert are sociable, gregarious, active, assertive, passionate, and talkative.”<sup>9</sup> In other word, extrovert are students are usually having many friends. They are usually sociable with people around them. They also much talk and active in the classroom. They are brave and have high self confidence to speak to speak or perform in front of the class.

In conclusion, there are several characteristics of students who have extrovert personality. First, extrovert students are sociable, friendly, and have many friends. Second, extrovert

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<sup>7</sup> Dyah Sri Wulandari, “Extrovert and Introvert Students in Speaking Ability of English Department IAIN Palangkaraya”, 2017,28.

<sup>8</sup> Mitchellete,(2008, p.66)

<sup>9</sup> Dorney, (2005, p.15)

students refer to work in group and gregarious. Third, they are active, talkative, like to talk with many people and like parties. Fourth, they are easy going, share personal information freely and like laugh. Fifth, the tends to think aloud, talk first and think latter, impulsive, brave take a risk and act spur of the moment. Last, they are speaking more than listen and communicate with enthusiasm.

## 2. Speaking Achievement

### a. Definition of Speaking Achievement

“Speaking skill is the ability to talk at any time in any situation.”<sup>10</sup> Speaking is a part of our daily life, people communicate with others in their lives everywhere. "Speaking as interaction, and speaking as a social, and situation-based activity.

All these perspectives see speaking as an integral part of people's daily lives."<sup>11</sup> Means that speaking is the most skill of English that people need and used for communication. Even, "the average person produces tens of thousands of words a day, although some people - like auctioneers or politicians - may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability - until that is, we have to learn how to do it all over again in a foreign language."<sup>12</sup> That statement also strengthens the theory

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<sup>10</sup>Payam Bahrapoor, “What is Speaking Skills Definition”, <https://www.payamspeaking.com> (1 April 2019)

<sup>11</sup> Sari Luoma, Assessing Speaking, 9.

<sup>12</sup> Scott Thornbury, How To Teach Speaking, 1.

about speaking is the most skill that people used because people produce many words in a day to communicate with others.

“The objective of teaching spoken language is the development of the ability to interact successfully in that language and this involves comprehension as well as production.”<sup>13</sup> “The aims of most English teachers is to make their students able to communicate information effectively in spoken language.”<sup>14</sup> To achieve the goal of English lesson, teachers should give students more chances to practice or perform student’s abilities in speaking. It makes teaching English lesson, especially speaking more challenging for teachers because teachers are expected to be able to make their students interact successfully in the English language.

Furthermore, "for a long time, it was assumed that the ability to speak fluently followed naturally from the teaching of grammar and vocabulary, with a bit of pronunciation thrown in. We now know that speaking is much more complex than this and that it involves both a command of certain skills and several different types of knowledge."<sup>15</sup> Means that understandable speech is not as simple as what we think, but the understandable speech also requires the speaker to master some speaking skills

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<sup>13</sup> Arthur Hughes, Testing For Language Teachers (United Kingdom: Cambridge University Press, 2003), 113.

<sup>14</sup> Gillian Brown and George Yule, Teaching The Spoken Language (United Kingdom: Cambridge University Press, 1999), 103.

<sup>15</sup> Thornbury, How To Teach Speaking, 1.

such as fluency, accuracy, pronunciation, vocabulary, grammar and comprehension.

## **b. Aspect of Speaking Achievement**

### **1) Fluency**

“In fact, in terms of how listeners rate a speakers’ fluency, the frequency of pausing is more significant than the length of the pause.”<sup>16</sup> Means that pausing is important to do, all speakers pause, they have to breathe, and even a proficient speakers need to stop for a time to time to allow the formulation of an utterance to catch up with its conceptualization, but frequent pausing is a sure sign of struggling to speak. It means it is very important to make an appropriate placement of pauses. People are categorized as fluent if they do not need to spend a lot of time searching for the language items needed to express the message.

### **2) Pronunciation**

“Students on the spoken language spent many hours learning to pronounce the sounds of English”<sup>17</sup> "Learning to acquire the pronunciation habits of a foreign language, however, involves a larger number of new skills, especially recognition skills."<sup>18</sup>  
“When young children are learning to speak English as their native language, they sometimes have difficulty articulating

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<sup>16</sup> Thornbury, 7.

<sup>17</sup> Brown and Yule, Teaching The Spoken Language, 2.

<sup>18</sup> Geoffrey Broughton et.al, Teaching English as a Foreign Language (USA: Routledge, 2003), 49.

specific phonemes such as /th/or/r. These difficulties can occur due to developmental factors. As most children grow and develop, they become able to articulate the different English language phonemes.”<sup>19</sup> Means that pronunciation is a difficult aspect of speaking that students difficult at it. "Factors that affect pronunciation learning: the native language, the age factor, amount of exposure, phonetic ability, attitude and identity, motivation and concern for good pronunciation.”<sup>20</sup> They are being some factors that influence the process of learning pronunciation by students.

### **3) Grammar**

“A grammar of a particular language will take the familiar form of a set of rules or principles which tell you how to speak and understand the language: more precisely, a grammar will comprise a set of rules or principles which specify how to form; pronounce; and interpret phrases and sentences in the language concerned.”<sup>21</sup> Grammar is an essential element of speech because with grammar people who communicate with us will more understand of what we said to them.

### **4) Vocabulary**

"The number of words used in speaking is less than the number used in writing. That is to say, in speech fewer words

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<sup>19</sup> David Nunan, *Practical Language Teaching: Young Learners* (America: Mc-Graw-Hill, 2005), 50.

<sup>20</sup> Joanne Kenworthy, *Teaching English Pronunciation* (United State of America: Longman Inc, 1988),4.

<sup>21</sup> Andrew Radford, *Transformational Grammar* (Great Britain: Bath Press, 1988), 2.

go further. According to some estimates, a vocabulary of just 2.500 words covers nearly 95% of the spoken text (compared to 80% of written text)."<sup>22</sup> Vocabulary is badly needed in producing a foreign language, especially for the speaking ability. Students will speak English effectively and fluently if they have a list of words and they know the meaning of those words besides grammar. In this case, the students need to know a large number of vocabularies in producing spoken language. Thus, they should enrich their speaking vocabulary and use it frequently as possible in order to improve their speaking ability.

### **5) Comprehension**

“Understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred.”<sup>23</sup> It means that comprehension is when people talk about something, they can deliver the content of information well to others.

### **3. Speaking Achievement of Introvert and Extrovert Students**

“Speaking is used to say that you are the type of person mentioned and are expressing your opinion from that point of view”<sup>24</sup>. It means that speaking is expressing in language correctly and appropriately both in oral and communication actively. Speaking

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<sup>22</sup> Thornbury, how to teach speaking, 23.

<sup>23</sup> Siti Surinah, Rivi Antoni, Umami Rasyidah, “An Analysis on Students’ Speaking Skill at Second Grade SMP 8 Rambah Hilir”, 2015, 27.

<sup>24</sup> Horby (2012:1428)



is as one of the language skill that should be taught to the students .The mastery of speaking skill in English is a priority for many second or foreign languages students. Students personality is different each other, finally it could be said that although small contribution, personality does give influence on the students speaking achievement. “Extrovert students whose personality tend to be more active are better in mastering speaking than introvert students whose personality tends to be quite and has their own world. Introvert students prefer learning in quite environment that allow them to assess the value of the information being presented while extrovert students’ express in their desired to lead and to use talking as a mean of processing their taught and ideals”.<sup>25</sup>



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<sup>25</sup> Widia Siska, “ AN ANALYSIS OF EXTROVERT AND INTROVERT STUDENTS IN THEIR SPEAKING ACHIEVEMENT”, 2017, 267.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The Design of this research is comparative research. “The research was directed to find out whether between two or more than two groups there were different in the aspects or variables studied.”<sup>25</sup> Comparative research also includes in non-experimental research because it does not manipulate the variables. "in non-experimental quantitative research, the researcher identifies variables and may look for relationships among them but does not manipulate the variables."<sup>26</sup> The researcher used comparative research because the researcher want to know whether or not there are the differences between introvert and extroverteighth graders’ speaking achievement without manipulating the variables.

#### B. Population and Sample

##### 1. Population

“A population is defined as all members of any well-defined class of people, events, or objects.”<sup>27</sup> The population of this research is second grade classes of Senior High School of Nurul Jadid Probolinggo that consists of six classrooms, XIIPA1 consists of 26 students, XIIPA2 consists of 30 students, XIIPA3 consists of 29 students, XIIPA4 consists of

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<sup>25</sup> Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung, PT Remaja Rosdakarya, 2011), 56.

<sup>26</sup> Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, *Introduction To Research In Education* (Canada, Nelson Education Ltd, 2010), 26.

<sup>27</sup> Donal Ary, 148.

31 students, XIIPA5 consists of 33 students, XIIPA6 consists of 31 students. So, the total number of the population are 180 students for second grade.

## **2. Sample**

“A sample is a portion of a population.”<sup>28</sup> The sampling techniques of this research use purposive sampling or judgment sampling. "Sample elements judged to be typical, or representative, are chosen from the population."<sup>29</sup> Then, the researcher chooses the sample from XIIPA5 class which consists of 15 Introvert Students & XIIPA6 class which consists of 15 Extrovert students .

## **C. Data collecting Method**

### **1. Techniques and Instruments of Data Collection**

There are several methods or techniques that are used in this research. Those methods are test and questionnaire.

#### **a. Questionnaire**

One the overall research question has been determined, the next task is construct an instrument that will provide that desired information. Because survey data consist of people's responses to individual question, it is essential to start with good question . In this research, the researcher used closed-ended question. Closed-ended are used when there are great number of possible answer which prepared by the researcher. The researcher use the liker scales are great for

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<sup>28</sup> Donal Ary, 148.

<sup>29</sup> Donal Ary, 156.

digging down deep into one specific topic to find out (in greater detail) what people think about think. The goal is to know this students is introvert or extrovert.

#### **b. Test**

“A test, in plain words, is a method of measuring a person’s ability or knowledge in a given domain. It is a set of techniques, procedures and items that constitute an instrument of some sort that requires performance or activity on the part of the test taker (and sometimes on the part of the tester as well)”<sup>30</sup> Then Donald Ary mentioned that "achievement test is widely used in educational research, as well as in school systems. They are used to measure what individuals have learned."<sup>31</sup> It means that the test is a tool to get the student's score of speaking achievement test. "Achievement tests can serve as indicators of features that a student need to work on in the future, but the primary of an achievement test is to determine acquisition of course objectives at the end of a period of instruction."<sup>32</sup>

The procedures of this test are, the researcher will give five questions one by one to students who are tested. Then the researcher and the teacher of English lesson will give a score for every student who finishes their questions and will reassess the students speaking test based on the recording. Each question has 5 indicators that the

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<sup>30</sup> Douglas Brown, Teaching by Principles An Interactive Approach to Language Pedagogy, (t.tp: t.p, t.t),384-385.

<sup>31</sup> Donald Ary, Introduction to research, 201.

<sup>32</sup> Donald Ary, 391.

total score of each indicator is 4. So, the total score of one question is 20 and the total score of five questions are 100. Each question is located in 1 minute and since each student receives 5 questions, so the total duration that is required to finish the speaking test is 5 minute for each question.

In this research, the aspects of speaking were evaluated based on the table of speaking scoring in the English teacher hand book, namely fluency, pronunciation, intonation, accuracy and comprehension. As shown in the table below:

**Table 3.1**  
**Aspects of Speaking and Scoring Criteria<sup>33</sup>**

Criteria	Score 4	Score 3	Score 2	Score 1
Pronunciation	The pronunciation is understandable even with a certain accent	There is a problem in pronunciation that makes the listener very focused and sometimes causes misunderstandings	It is difficult to understand because there are problems in pronunciation and frequency is frequent.	It's almost always so incomprehensible that it's incomprehensible.
Grammar	Almost no grammatical errors	Some grammatical errors occurred but had no effect on the meaning of	There are many grammatical errors that affect meaning and often have to rearrange conversational sentences	Grammar is so bad that conversations are so difficult to understand
Vocabulary	Sometimes the pronunciation is inappropriate and requires further explanation due	Often use inappropriate vocabulary so that the dialogue becomes limited due to limited	Using the wrong vocabulary so that it cannot be understood.	Vocabulary is so limited that it is not possible for dialogue to occur

<sup>33</sup> KEMENTERIAN PENDIDIKAN and KEBUDAYAAN RI, *Buku Guru Bahasa Inggris When English Rings A Bell*, (Pusat Kurikulum dan Pembukuan Balitbang Kemendikbud, 2017), 16.

	to inappropriate vocabulary	vocabulary.		
Fluency	Smooth dialogue, very little difficulty	Not very fluent because of language difficulties	Often hesitant and stopped due to language limitations	Often stops and shuts during dialogue so that dialog is not created
Comprehension	Entire contents Conversation understandable Although occasionally there are repetition in certain sections	Most content of the conversation understandable although there are several repetition	It's hard to Follow dialogue done except on dialog section general with conversations that are slowly and many Repetition	Unable to understood even in form of dialogue the short one Though

Based on the table above, the highest score of each aspect is four, and the lowest score of each aspect is one. If students get four in each aspect means that their speaking is very good. They have almost perfect pronunciation and intonation, also very fluent and accurate. But, if students get the lowest score in each aspect, it means that their speaking is very bad. They have too many errors and it interfered the meaning, also not fluent and accurate.

## 2. Validity and Reliability of the instrument

### a. Validity

“Validity was defined as the extent to which an instrument measured what it claimed to measure. The focus on recent views of validity is not on the instrument itself but on the interpretation and

meaning of the scores derived from the instrument.”<sup>34</sup> This research used validity content.

**Table 3.2**  
**Validity content**

Curriculum	Question item
3.2 Implement social functions, text structure, and linguistic elements of verbal and written transactional interaction text involvingsocialize giving and requesting information regarding opinions and thoughts, according to the context of their use. (Perha impartiality element I think, I suppose, in my opinion	1. What do you think about English subject?
	2. What your opinion about English teacher ?
	3. What your opinion about English teacher ?
	4. What do you like in this school?
	5. Give me your comment about the Library in SMA NURUL JADID?
4.2 Compose transactional, oral and written interaction texts, short and simple, that involve giving and requesting information related to opinions and thoughts, taking into account the correct social functions, text structure, and linguistic elements and in context	

Test validity using validity content, starting with researchers choosing 6 students who have introverted and extrovert personality. Then the researchers will test the speaking test on table 3.2 which is assessed by researchers and English teachers.

#### **b. Reliability**

<sup>34</sup>Donald Ary, 225.

The reliability of instruments must be measured to make a valid and reliable instrument. "Reliability is concerned with how consistently you are measuring whatever you are measuring."<sup>35</sup> To measure the reliability of the speaking test, the researcher used inter-rater reliability which needs more than one rater to make the test reliable. "The inter-rater reliability is different rater rate performances similarly."<sup>36</sup> And then the statistical analysis that was used by the researcher was Pearson product moment correlation "two of the most common reliability coefficients that can be calculated for speaking scores are the spearman rank order correlation and the Pearson product moment correlation."<sup>37</sup> If the instruments have  $r_{\text{count}}$  or Pearson correlation score  $> r_{\text{table}}$ , the instruments are reliable.

The formula of calculating  $r_{\text{count}}$  is<sup>38</sup>:

$$r = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n(\sum X^2) - (\sum X)^2][n(\sum Y^2) - (\sum Y)^2]}}$$

Established correlation coefficient value ( $r_{\text{table}}$ )

The  $r_{\text{table}}$  can be seen in product moment table (see the appendix 7 to see product moment table) with the terms  $r_{(a,n-2)}$ .

$n= 6, \alpha = 5\%$ . So,  $r_{\text{table}}$  value  $(0,05, 10-2)$  in product moment table = 0,707

The following are the result of reliability :

<sup>35</sup> Sugiyono, 239.

<sup>36</sup> Sari Luoma, *Assessing Speaking*, 179.

<sup>37</sup> Sari Luoma, *Assessing Speaking*, 182.

<sup>38</sup> Syofian Siregar, *Metode Penelitian Kuantitatif DiLengkapi Dengan Perbandingan Perhitungan Manual & SPSS*, (Jakarta: Kencana Prenadamedia Group, 2014), 61.



Table 3.3  
The Result by SPSS

Correlations							
		Score_ Speaking_ 1	Score_ Speaking_ 2	Score_ Speaking_ 3	Score_ Speaking_ 4	Score_ Speaking_ 5	Total_Score
Score_Speaking_1	Pearson Correlation	1	,764*	,356	,535	,535	,761*
	Sig. (2-tailed)		,010	,312	,111	,111	,011
	N	10	10	10	10	10	10
Score_Speaking_2	Pearson Correlation	,764*	1	,612	,408	,408	,755*
	Sig. (2-tailed)	,010		,060	,242	,242	,012
	N	10	10	10	10	10	10
Score_Speaking_3	Pearson Correlation	,356	,612	1	,667*	,667*	,808**
	Sig. (2-tailed)	,312	,060		,035	,035	,005
	N	10	10	10	10	10	10
Score_Speaking_4	Pearson Correlation	,535	,408	,667*	1	1,000**	,893**
	Sig. (2-tailed)	,111	,242	,035		,000	,001
	N	10	10	10	10	10	10
Score_Speaking_5	Pearson Correlation	,535	,408	,667*	1,000**	1	,893**
	Sig. (2-tailed)	,111	,242	,035	,000		,001
	N	10	10	10	10	10	10
Total_Score	Pearson Correlation	,761*	,755*	,808**	,893**	,893**	1
	Sig. (2-tailed)	,011	,012	,005	,001	,001	
	N	10	10	10	10	10	10

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Regarding the table of reliability result by SPSS, the  $r_{\text{count}}$  or the Pearson score of question number one was 0,761, in question number two was 0,755, in question number three was 0,808, in question number four was 0,893, and question number five 0,893. Comparing to the  $r_{\text{table}}$  which 0,707, all the result of  $r_{\text{count}}$  in each question had higher number of  $r_{\text{table}}$ , which meant, all question were reliable.

### 3. Data Analysis

The data analysis method involved statistical method. The statistical method which was Mann Whitney test by SPSS. "Mann Whitney test is used for comparative test to test two independent samples with ordinal type of data."<sup>39</sup> In Mann Whitney test, there are different formulas for small sample and for large sample, and the sample in this

<sup>39</sup> Syofian Siregar, 389.

research is a large one because it consists of 30 students. The formula for large sample should compare between the  $Z_{\text{count}}$  to  $Z_{\text{table}}$  “The sample can be said to be a large sample if the number of samples is greater than 20. The procedure for calculating large samples for the Mann Whitney rank test is almost the same as for small samples, only the statistical tests for large samples use the Z test.”<sup>40</sup> The formula of Mann Whitney test for large sample is shown below:

$$Z_{\text{count}} = \frac{U - E(U)}{\sqrt{\text{Var}(U)}}$$

To search the value of  $Z_{\text{count}}$ , should search U value, E (U) value, and Var (U) value, as below:

a. U value

U value that was chosen was the smallest U value between  $U_1$  and  $U_2$

The formula:

$$U_1 = n_1 \cdot n_2 + \frac{n_1(n_1+1)}{2} = R_1$$

$$U_2 = n_1 \cdot n_2 + \frac{n_2(n_2+1)}{2} = R_2$$

b. E (U) value

The formula:

$$E(U) = \frac{n_1+n_2}{2}$$

c. Var (U) value

The formula:

$$\text{Var}(U) = \frac{n_1 \cdot n_2 + (n_1+n_2+1)}{12}$$

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<sup>40</sup> Syofian Siregar, 394.

Additional Information:

U1 : Test statistic 1

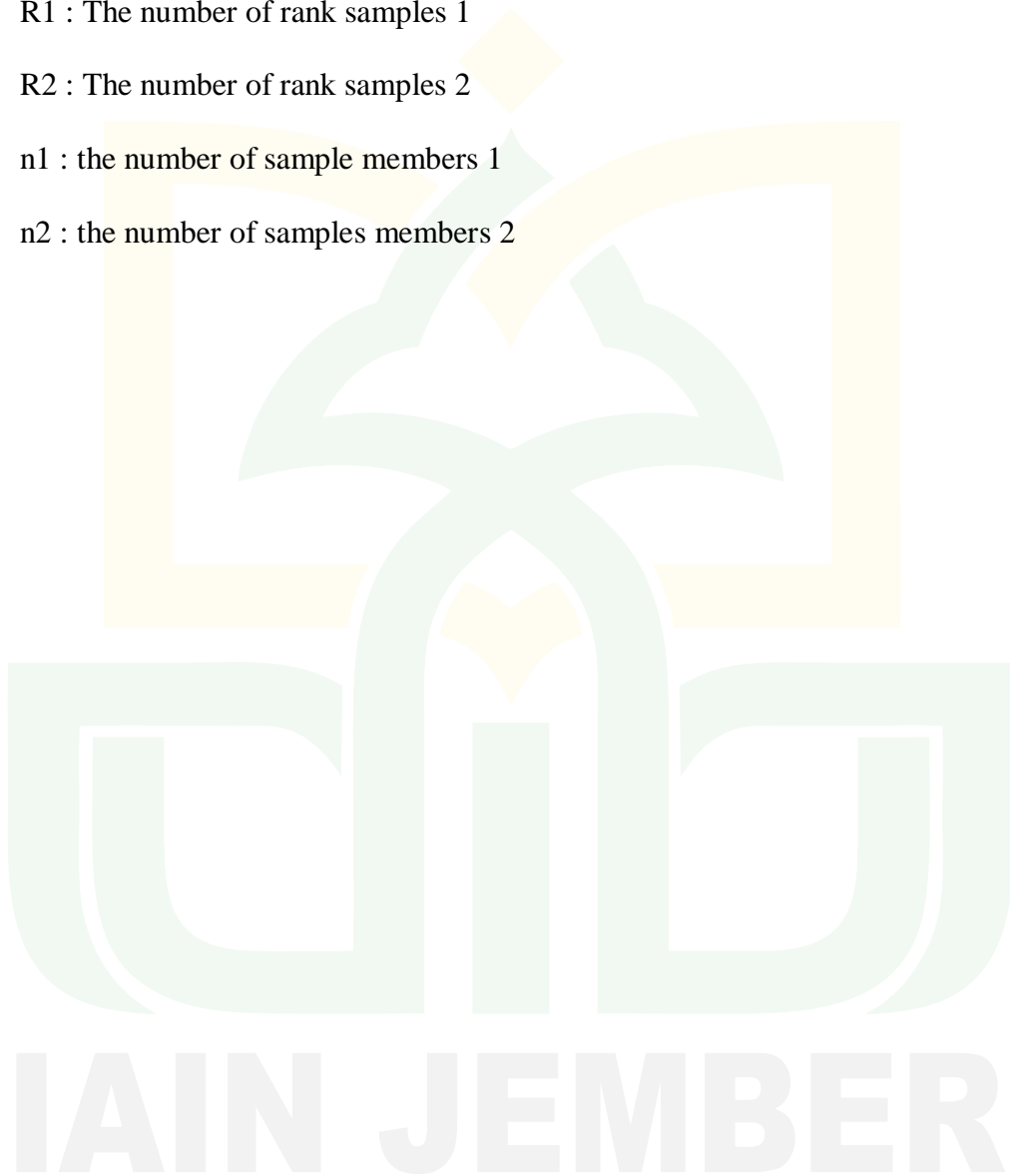
U2 : Test statistic 2

R1 : The number of rank samples 1

R2 : The number of rank samples 2

n1 : the number of sample members 1

n2 : the number of samples members 2



## CHAPTER IV

### FINDING AND DISCUSSION

#### A. The Description of The Object Research

##### 1. History of Senior High School of Nurul Jadid

Senior High School of Nurul Jadid was originally not a formal school but just an Islamic Boarding School Nurul Jadid. The history of Senior High School of Nurul Jadid, It was established on 15 October 1970 by KH. Zaini Mun'im pendiri Pondok Pesantren Nurul Jadid. When it was first established, the school was named Pesantren Nurul Jadid Islamic High School (SMAIP) which opened and received new student registration on January 1, 1971 with principal Drs. Abdul Jalal (former lecturer of University of Surabaya UNESA) and former Senior Lecturer of IAI Nurul Jadid. In 1974, 11 students in grade III of Senior High School of Nurul Jadid took the first state exam by joining Dharma Siswa Kraksaan High School and passed 10 people. One year later, Senior High School of Nurul Jadid was allowed to conduct its own exams.

By going through a good and planned management process, one year later, on May 29, 1976 the school obtained proof of registered school from the Regional Office of P and K of East Java Province based on the Decree of the Minister of P and K number: 79/ 0/ 1975 dated April 17, 1975 and Letter of Ministerial Decree dated May 14, 1975 number: 094/ 0/1975 with registered status: 092 / PA / PMU / 7310 / 13.76.

After going through a long process, with a self-help system, finally Senior High School of Nurul Jadid in 1990 obtained the status level EQUATED with the number: 009 / C / Kep / 1990 dated January 20, 1990. Five years later Senior High School of Nurul Jadid again conducted a feasibility test to obtain accreditation status with the number: 024/C/Kep/ I/ 1995 dated May 22, 1995 which still obtained the status: EQUATED.

Through continuous management and accreditation process, since December 17, 2007 SMA Nurul Jadid obtained a credited rating A. Now Senior High School of Nurul Jadid is one of the high-level educational institutions taken into account in Probolinggo Regency, which is supported by complete educational facilities and professional personnel location of the School.

Senior High School of Nurul Jadid Intensive Language Science Program was first opened in the 2004/2005 school year. This program was intended to prepare future generations who are reliable and qualified in the field of language, which consists of: English, Arabic, and Mandarin.

This program really becomes one of the main options as a central education, coaching, training and talent development based on quality standards for mastery and development of Foreign languages. The requirements to be able to enter the Intensive Language Science Program must pass the written test and oral test with the specified value at the time of implementation. The implementation of these written and oral tests were on

each acceptance of new learners. For students who have passed the selection test must be domiciled in a predetermined dormitory.

## **2. Location of the School**

Senior High School of Nurul Jadid was located on Kyai Haji Zaini Mun'im street, Karang anyar, Paiton, Probolinggo , East Java. Senior High School of Nurul Jadid was located in an Islamic Boarding school of Nurul Jadid.

## **3. Vision, Mission, and Objective of the school**

### **a. The Vision of Senior High School of Nurul Jadid**

“Scoring The Nation's Generation with Akhlaqul Karimah, Outstanding, Environmentally Sound and Globally Competitive”

### **b. The missions Senior High School of Nurul Jadid**

- a) Implement integrated religious education
- b) Cultivate discipline according to Islamic boarding school of Islamic values
- c) Conducting Bilingual and IT-based Learning Activities
- d) Develop students' skills according to their potential
- e) Develop foreign language education programs (Arabic, English, Chinese and Japanese)
- f) Completing educational facilities and infrastructure

## **4. The Number of Teachers and Students of the School**

The total number of the teacher in Senior High School of Nurul Jadid was 96 teachers while the total of the students was 1231 students .

Students were divide into 3 stages, they were 10 classes (grade), 11 classes ( grade), 12 classes (grade).

## **5. Facilities and Infrastructure**

The infrastructure in Senior High School of Nurul Jadid was very diverse, there were 36 classes for the learning activity, and there were a library building, language laboratory, science laboratory, computer laboratory, green house, and sport hall. The facilities provided by Senior High School of Nurul Jadid were Learning VCD,LCD, also some computer scholarship for students with good achievement and the low income ones.

## **6. The Extracurricular Senior High School of Nurul Jadid**

To support the talents and interest of the students, Senior High School of Nurul Jadid made several extracurricular activities that could be followed by students such as journalism, Sains club, poetry, football club, scout club, calligraphy club, hadrah , tartil ,and tilawah.

## **7. Achievements**

As a school that has been accredited A, students Senior High School of Nurul Jadid have accomplished many great achievement. Some of the achievements achieved by students Senior High School of Nurul Jadid were 2nd winner of English Debate Championship between private senior high school in Probolinggo region, 1st Winner of National Chinese Speech in National Chinese event, 1st winner of biology Olympics Championship between state/private senior high school in probolinggo region and there were so many others.

## B. Data Display

### 1. The Introvert Score Speaking Achievement

The Introvert students speaking achievement was gained by speaking test that was conducted on 3 December 2020 in Senior High School of Nurul Jadid . The format of speaking test that used by the researcher was interview. The researcher gave 5 (five) question to each student and each students had an estimated time about 5 (five) to ten (10) minute. The speaking test was conducted by the researcher and the teacher. So , there was two version of students' speaking scores, and the table below was the score of the speaking test by the teacher and the researcher. (See the appendix for the scores by the researcher and the teacher).

Table 4.1  
The Result of Speaking Test

No of Resp	No of Question	P	G	V	F	C	Total score	All Total score
1	1	3,5	2,5	3	2	1,5	12,5	59
	2	3	2	3	2	2	12	
	3	3	2,5	2,5	2	2	12	
	4	3	2,5	2,5	2	1,5	11,5	
	5	3	3	2,5	2	1,5	11	
2	1	3	2,5	2,5	2	1,5	11,5	45,5
	2	3	2	2,5	2	2	11,5	
	3	2,5	2,5	3	2	2	12	
	4	3	2,5	2	2	1	10,5	
	5	2,5	2,5	2	2	1,5	10,5	
3	1	2,5	2,5	2,5	2	1,5	11	56
	2	2	3	2,5	2	2	11,5	
	3	2	2,5	2,5	2,5	2	11,5	
	4	3	2	3	2	1,5	11,5	
	5	2,5	2	3	2	1	10,5	
4	1	3	2	2,5	2	1,5	11	53
	2	2,5	2	2,5	2	1,5	10,5	
	3	2,5	2	2	2	2	10,5	



	4	2,5	2,5	2,5	2	1,5	11	
	5	3	2	2	1,5	1,5	10	
5	1	3	2,5	3	2	2	12,5	64,5
	2	3	2,5	3	2,5	2	14	
	3	3	2,5	3,5	2,5	2	13,5	
	4	3	2,5	2,5	2	2	12	
6	5	3	3	3,5	2	2	12,5	67
	1	3	2,5	3,5	2,5	2	13,5	
	2	2,5	2,5	2,5	2,5	2	12,5	
	3	3	3	3,5	2	2	14	
	4	3	3	2,5	2,5	2	13,5	
7	5	3	3	3,5	2	2	13,5	56
	1	2	2,5	2,5	2,5	2,5	12	
	2	2	2	3	2	2,5	11,5	
	3	2	2,5	3	2	2	11,5	
	4	2	2	2,5	2	1,5	10	
	5	2	2,5	2,5	2	2	11	
8	1	2,5	3	3	2,5	3	14	59,5
	2	2,5	3	2,5	2	2	12	
	3	2	3	2,5	2	2	11,5	
	4	3	2	2,5	2	1,5	11	
	5	3	2	2,5	2	1,5	11	
9	1	2,5	3,5	3,5	2,5	2,5	13,5	57
	2	2,5	3	2,5	2	2	12	
	3	2	2	2,5	2	2	10,5	
	4	2,5	2	2,5	2	1,5	10,5	
	5	2,5	2	2,5	2	1,5	10,5	
10	1	3,5	2,5	3,5	2,5	2,5	14,5	59
	2	2,5	2,5	3	2	2	12	
	3	2,5	2	3	2	1,5	11	
	4	2,5	2	2,5	2	1,5	11,5	
	5	2,5	2	2,5	2	1,5	10,5	
11	1	3,5	3,5	3	2,5	2	14,5	52,5
	2	3	3	3	2,5	2	13,5	
	3	2,5	2,5	2,5	2,5	2	12	
	4	3,5	2,5	2,5	2	2	12,5	
	5	3,5	2,5	3	2	2	13	
12	1	2,5	2,5	2,5	2	2	11,5	59
	2	2,5	2,5	2	2	1,5	11	
	3	2	2,5	2,5	2	1,5	10,5	
	4	2	2,5	2,5	2	1,5	15,5	
	5	2	2,5	2,5	2	1,5	10,5	
13	1	3	2	2,5	2	1,5	11	54,5
	2	2,5	2,5	2	2	1,5	10,5	

	3	2,5	2,5	2	2	1,5	10,5	
	4	3	2,5	2	2	1,5	11	
	5	3	2,5	2,5	2	1,5	11,5	
14	1	3	2,5	2,5	2,5	2,5	13	55,5
	2	3	2	2	2,5	2,5	12	
	3	2	2	2	2,5	1,5	10	
	4	2	2,5	2,5	2,5	1,5	10,5	
	5	2,5	2	2	2,5	1,5	10	
15	1	3	2,5	2	2,5	2	11,5	55,5
	2	3	2,5	2,5	2,5	1,5	11,5	
	3	2	3	2,5	2,5	2	11	
	4	2	3	3	2	2	11	
	5	2	3	3	2,5	1	10,5	

Based on the above view table, The average speaking assessment of 15 introvert students was 56,9. To see more detail about the percentages of introvert students speaking score in each question, the table were shown below:

Table 4.2  
The percentages of speaking score in question number one

No	Aspect	Point Score	Frequency	Percentage
1	Pronunciation	1	0	0%
		2	1	6,7%
		3	10	66,6%
		4	4	26,7%
	Grammar	1	0	0%
		2	3	20%
		3	12	80%
		4	0	0%
	Vocabulary	1	0	0%
		2	0	0%
		3	15	100%
		4	0	0%
	Fluency	1	0	0%
		2	9	60%
		3	5	33,3%
		4	1	6,7%
	Comprehension	1	2	13,3%
		2	11	73,3%
		3	2	13,3%

		4	0	0%
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Regarding the table above, in pronunciation aspect, there were most of students gained score 3 (three) . There were ten students gained score 3 (three), which meant there was a problem in pronunciation that made the listener very focused and sometimes caused misunderstandings. There were no students attained the lowest score but the highest score gained by 4 students. It meant, the pronunciation was understandable even with a certain accent. In grammar aspect there were most of students gained score 3 (three) , which meant Some grammatical errors occurred but had no effect on the meaning . There were no students gained lowest score but the highest score gained by one student which meant almost no grammatical errors.

After that, in vocabulary aspect, all of students gained score 3 (three) which meant Some grammatical errors occurred but had no effect on the meaning . There was no student attained the lowest score and highest score of vocabulary. In fluency aspect , most students gained score 2 (two) , which meant students often hesitant and stopped due to language limitations. There was no student attained the lowest score but the highest score gained by one student which meant they had smooth dialogue and very little difficulty.

For comprehension aspect, there were eleven students gained score 2 (two), which meant it's hard to Follow dialogue except on general dialog section with conversations that are done slowly and with many repetition.

The lowest score gained by two students and there was no student gained highest score of comprehension.

Table 4.3  
The percentages of speaking score in question number two

No	Aspect	Point Score	Frequency	Percentage
2	Pronunciation	1	0	0%
		2	6	40%
		3	9	60%
		4	0	0%
	Grammar	1	0	0%
		2	10	66%
		3	5	33,3%
		4	0	0%
	Vocabulary	1	0	0%
		2	10	66%
		3	5	33,3%
		4	0	0%
	Fluency	1	0	0%
		2	15	100%
		3	0	0%
		4	0	0%
	Comprehension	1	3	20%
		2	12	80%
		3	0	0%
		4	0	0%

Regarding the table above , in pronunciation aspect there were many students gained score 3 (three) , which meant there was a problem in pronunciation that made the listener very focused and sometimes caused misunderstandings. There was no student attained the lowest score and the highest score of pronunciation. In grammar aspect there were most of students gained score 2 (two), which meant there were many grammatical errors that affected meaning and often had to rearrange conversational

sentences. There was no students gained lowest score and highest score in grammar aspect.

After that, in vocabulary aspect, there were 10 students gained score 2 (two), which meant it used the wrong vocabulary so that it could not be understood. There was no student attained the lowest score and the highest score of vocabulary. In fluency aspect, all students gained score two (two) which meant they were often hesitant and stopped due to language limitations. There was no student attained the lowest score and the highest score of fluency.

For comprehension aspect, there were twelve students gained score 2 (two), which meant it was hard to Follow dialogue except on general dialog section with conversations that are done slowly and with many repetition. The lowest score gained by three students and there was no student gained the highest score of comprehension.

Table 4.4  
The percentages of speaking score in question number three

No	Aspect	Point Score	Frequency	Percentage
3	Pronunciation	1	0	0%
		2	12	80%
		3	3	13,3%
		4	0	0%
	Grammar	1	0	0%
		2	13	86%
		3	2	13,3%
	Vocabulary	4	0	0%
		1	0	0%
		2	10	66,6%
		3	5	33,3%
	Fluency	4	0	0%
		1	0	0%
		2	15	100%

		3	0	0%
		4	0	0%
	Comprehension	1	4	26,7%
		2	11	73,3%
		3	0	0%
		4	0	0%

Regarding the table above , in pronunciation aspect there were many students gained 3 (three), which meant there was a problem in pronunciation that made the listener very focused and sometimes caused misunderstandings. There was no student attained the lowest score and the highest score of pronunciation. In grammar aspect there were most of students gained score 2 (two), which meant there were many grammatical errors that affected meaning and often had to rearrange conversational sentences. There was no student gained lowest score and highest score of grammar.

After that, in vocabulary aspect, there were twelve students gained score 2 (two) , which meant they used the wrong vocabulary so that it could not be understood. There was no student attained the lower score and the highest score of vocabulary. In fluency aspect , most students gained score two (two) which meant, they were often hesitant and stopped due to language limitations. There was no student attained the lowest score and the highest score of fluency.

For comprehension aspect, there were eleven students gained score 2 (two), which meant, it's hard to Follow dialogue except on general dialog section with conversations that are done slowly and with many repetitions.

There were four students gained lowest score and there was no student gained the highest score of comprehension.

Table 4.5  
The percentages of speaking score in question number four

No	Aspect	Point Score	Frequency	Percentage
4	Pronunciation	1	0	0%
		2	7	46%
		3	8	53%
		4	0	0%
	Grammar	1	0	0%
		2	13	86,6%
		3	2	13,3%
		4	0	0%
	Vocabulary	1	0	0%
		2	14	93,3%
		3	1	6,7%
		4	0	0%
	Fluency	1	0	0%
		2	15	100%
		3	0	0
		4	0	0%
	Comprehension	1	11	73,3%
		2	4	26,7%
		3	0	0%
		4	0	0%

The table above , in pronunciation aspect there were many students gained 3 (three). There were eight students gained score 3 (three), which meant there is a problem in pronunciation that makes the listener very focused and sometimes causes misunderstandings. There was no students attained the lower score and the highest score of pronunciation. In grammar aspect there were most of students gained score 2 (two) , which meant there are many grammatical errors that affect meaning and often have to rearrange

conversational sentences. There was no students gained lower score and highest score of grammar .

After that, in vocabulary aspect, there were seven students gained score 2 (two) and fourteen students gained score 2 (two) which meant using the wrong vocabulary so that it cannot be understood There was no students attained the lower score and the highest score of vocabulary. In fluency aspect , all students gained score two (two) which meant, their accuracy was less fluent. There was no students attained the lower score and the highest score of fluency.

For comprehension aspect, there were eleven students gained score 1 (one), which meant Unable to understood even in form of dialogue the short one. Though There were eleven students gained lower score and there was no students gained the highest score of comprehension.

Table 4.6  
The percentages of speaking score in question number five

No	Aspect	Point Score	Frequency	Percentage
5	Pronunciation	1	0	0%
		2	8	53%
		3	7	46%
		4	0	0%
	Grammar	1	0	0%
		2	12	80%
		3	3	20%
		4	0	0%
	Vocabulary	1	0	0%
		2	12	80
		3	3	20%
		4	0	0%
	Fluency	1	1	6,7%
		2	14	93,3%
		3	0	0%



		4	0	0%
	Comprehension	1	11	73,3%
		2	4	26,7%
		3	0	0%
		4	0	0%

The table above , in pronunciation aspect there were seven students gained score 3 (three), which meant there is a problem in pronunciation that makes the listener very focused and sometimes causes misunderstandings. There was no students attained the lowest score and the highest score of pronunciation. In grammar aspect there were most of students gained score 2 (two), which meant There are many grammatical errors that affect meaning and often have to rearrange conversational sentences. There was no students gained lowest score and highest score of grammar.

After that, in vocabulary aspect, there were twelve students gained score 2 (two) and three students gained score 3 (three) , which meant often use inappropriate vocabulary so that the dialogue becomes limited due to limited vocabulary. There was no students attained the lowest score and the highest score . In fluency aspect , most students gained score2 (two), which meant often hesitant and stopped due to language limitations. The lowest score gained by one students and there was no students gained the highest score of fluency.

For comprehension aspect, there were eleven students gained score 2 (two), which meant it's hard to Follow dialogue done except on dialog section general with conversations that are slowly and many repetition.

There were eleven students gained lowest score and there was no students gained the highest score of comprehension

## 2. The Extrovert Score Speaking Achievement

The extrovert students speaking achievement was gained by speaking test. The aspects that evaluated by the researcher and the teacher was Pronunciation, Grammar, Vocabulary, Fluency, Comprehension. Each aspect had range scores from 1(one) to 4 (four). The lowest score was 1(one), while the highest score was 4 (four). The table of the speaking test result would be shown below :

Table 4.7  
The Result of Speaking Test

No of Respon	No of Question	P	G	V	F	C	Total score	All Total score
1	1	4	3	4	3	3	17	85
	2	4	3	4	3	3	17	
	3	4	3	4	3	3	17	
	4	4	4	4	3	2,5	17,5	
	5	4	4	3	3	2,5	16,5	
2	1	3	3	3	3	3	15	70
	2	3	3	3	2,5	2,5	15	
	3	3	2,5	3	2,5	2,5	13,5	
	4	3,5	3	2,5	3	3	12	
	5	3	2,5	3	3	3	14,5	
3	1	3,5	3	3	2	3	14,5	66,5
	2	3	2,5	2,5	2,5	2,5	13	
	3	2,5	3	3	3	2	13,5	
	4	2,5	2,5	2	3	2,5	12,5	
	5	3	3	2,5	2,5	2	13	
4	1	3	3	3	2	2	13	66
	2	2,5	2,5	3	2	2	12	
	3	3,5	2,5	2,5	2,5	2,5	13,5	
	4	3	2,5	3,5	2,5	2,5	14	
	5	4	2,5	2,5	2,5	2,5	13,5	
5	1	3	2,5	3	2,5	2,5	13,5	73,5

	2	3	2,5	3,5	2,5	2,5	14	
	3	3,5	2,5	3	2,5	2,5	14	
	4	3,5	3	3	2,5	3	15	
	5	2,5	2,5	2,5	2	1,5	17	
6	1	3,5	3	3,5	4	3	17	82
	2	3,5	3	3,5	3	3	16	
	3	4	3	4	3,5	2,5	17	
	4	4	3,5	3,5	3	2	16	
	5	3,5	3,5	3	3,5	2,5	16	
7	1	4	3,5	3,5	3	2,5	16,5	77
	2	3,5	3	3,5	3	2	15	
	3	3,5	4	3,5	2,5	2	15,5	
	4	3,5	3,5	3,5	2,5	2	15	
	5	3,5	3	3,5	2,5	2,5	15	
8	1	3,5	3,5	3,5	3	3	16,5	77
	2	3	3,5	3,5	2,5	2,5	15	
	3	3,5	3,5	3,5	3	2,5	16	
	4	3	3,5	3	3	2	14,5	
	5	3,5	3	3,5	3	2	15	
9	1	4	3,5	3,5	2,5	2,5	16	76
	2	4	3	3	2,5	2,5	15	
	3	3,5	3,5	3,5	3,5	3,5	16,5	
	4	3,5	3	3	2,5	2,5	14	
	5	3,5	3,5	2,5	3	3	14,5	
10	1	3,5	3	3,5	3	3	15,5	73
	2	3	3	3	2,5	2,5	14	
	3	3,5	4	2,5	2,5	2,5	14,5	
	4	3	3	3	2,5	2,5	14	
	5	4	3,5	3,5	2	2	15	
11	1	4	3,5	3,5	2,5	2,5	16	75,5
	2	3,5	3	3,5	2	2	14,5	
	3	3,5	3	2,5	3	2,5	14,5	
	4	3,5	3	3,5	2,5	3	15,5	
	5	4	3	3	2,5	2,5	15	
12	1	4	3	3	3	2,5	15,5	74
	2	4	3	3	2,5	2,5	15	
	3	3,5	3,5	3	2,5	2,5	15	
	4	3,5	3	3	3	2	15	
	5	3,5	3	3	2	2	13,5	
13	1	3,5	3	3,5	3	3	15,5	80,5
	2	3	3	3	2,5	2,5	14,5	
	3	3,5	3	3	3	3	14,5	
	4	3	3	2,5	2,5	2,5	13,5	
	5	3	2,5	3	2,5	2	18	

14	1	4	3,5	4	3	3	17,5	85
	2	4	3,5	4	3,5	2,5	17,5	
	3	3,5	3,5	3,5	3,5	3	17	
	4	3,5	3	3	3	3	15,5	
	5	4	4	3	3,5	3	17,5	
15	1	4	3	4	4	3	18	87
	2	4	3	4	4	3,5	18,5	
	3	4	3,5	3,5	3	3	17	
	4	4	3,5	3	3,5	3	17	
	5	4	3	3	3,5	3	12,5	

Based on the above view table, The average speaking assessment of 15 extrovert students is 76,9. To see more detail about the percentages of introvert students speaking score in each question, the table would be shown below:

Table 4.8  
The percentages of speaking score in question number one

No	Aspect	Point Score	Frequency	Percentage
1	Pronunciation	1	0	0%
		2	0	0%
		3	8	53,3%
		4	7	46%
	Grammar	1	0	0%
		2	0	0%
		3	15	100%
		4	0	0%
	Vocabulary	1	0	0%
		2	0	0%
		3	12	80%
		4	3	20%
	Fluency	1	0	0%
		2	9	60%
		3	8	53,3%
		4	2	13,3%
	Comprehension	1	0	0%
		2	6	40%
		3	9	60%
		4	0	0%

Regarding the table above , in pronunciation aspect there were many students gained score 3 (three) . There were eight students gained score 3 (three) , which meant there is a problem in pronunciation that makes the listener very focused and sometimes causes misunderstandings. There was no students attained the lower score , The highest score was reached by seven students which meant there were had almost perfect pronunciation. In grammar aspect, the most score that the students gained was score 3 (three),which meant some grammatical errors occurred but had no effect on the meaning of. There was no students attained the lower score and the highest score.

After that, in vocabulary aspect, there were eight students gained score 3 (three) which meant some grammatical errors occurred but had no effect on the meaning of There was no students attained the lower score, The highest score was reached by six students which meant there were had almost good speaking . In fluency aspect , most students gained score 3 (tree) which meant, Not very fluent because of language difficulties. There was no students attained the lower score, The highest score was reached by seven students which meant there were had very fluency speaking.

For comprehension aspect, there were 6 six students gained score 3 (three), which meant there some errors but not interfered the meaning. There was no students attained the lower score and the highest score was gained by two students which meant they have good speaking.

Table 4.9  
The percentages of speaking score in question number two

No	Aspect	Point Score	Frequency	Percentage
2	Pronunciation	1	0	0%
		2	1	6,7%
		3	9	60%
	Grammar	4	5	33,3%
		1	0	0%
		2	3	20%
	Vocabulary	3	12	80%
		4	0	0%
		1	0	0%
	Fluency	2	2	13,3%
		3	10	66,6%
		4	3	20%
	Comprehension	1	0	0%
		2	10	66,6%
		3	4	26,7%
		4	1	6,7%
		1	0	0%
		2	12	80%
		3	3	20%
		4	0	0%

Regarding the table above, in pronunciation aspect there were eight students attained score 3 (three) which meant their pronunciation there were some error but not interfered the meaning . There was no students attained the lower score and the highest score was reached by four students which meant there were had almost perfect pronunciation. In grammar aspect, there were twelve students attained score 3 (three), which meant Some grammatical errors occurred but had no effect on the meaning of , while there was no students reached the highest score of grammar.

In vocabulary aspect twelve students gained score 3 (three), which meant Often use inappropriate vocabulary so that the dialogue becomes

limited due to limited vocabulary. There was no students attained the lower score and there was no students reached the highest score. In fluency aspect, eight students attained score 3 (three), which meant not very fluent because of language difficulties, There was no students attained the lower score and there was no students reached the highest score.

In comprehension aspect , there were one students gained score 1 (one), which meant Unable to understood even in form of dialogue the short one though. The highest score was gained by two students which meant they have good speaking.

Table 4.10  
The percentages of speaking score in question number three

No	Aspect	Point Score	Frequency	Percentage
3	Pronunciation	1	0	0%
		2	1	6,7%
		3	11	73,3%
		4	3	20%
	Grammar	1	0	0%
		2	3	20%
		3	10	66,6%
		4	2	13,3%
	Vocabulary	1	0	0%
		2	3	20%
		3	10	66,6%
		4	2	13,3%
	Fluency	1	0	0%
		2	6	40%
		3	7	46%
		4	0	0%
	Comprehension	1	0	0%
		2	11	73,3%
		3	4	26,7%
		4	0	0%

Regarding the table above , in pronunciation aspect .There were seven students gained score 3 (three), which mean there is a problem in pronunciation that makes the listener very focused and sometimes causes misunderstandings. There was no students attained the lower score and the highest . In grammar aspect, the most score that the students gained was score 3 (three), which meant some grammatical errors occurred but had no effect on the meaning of. There was no students attained the lower score and the highest score attained by two students which meant almost no grammatical errors.

After that, in vocabulary aspect, there were ten students gained score 3 (three), which meant there were often use inappropriate vocabulary so that the dialogue becomes limited due to limited vocabulary. There was no student gained the lowest score, while the highest score was reached by two students which meant there were Some pronunciation is inappropriate and requires further explanation due to inappropriate vocabulary. In fluency aspect , most students gained score 3 (tree), which meant Not very fluent because of language difficulties. There was no students attained the lowest score, The highest score.

For comprehension aspect, there were eleven students gained score 2 (two), which meant It's hard to Follow dialogue done except on dialog section general with conversations that are slowly and many repetition . There was no students attained the lowest score and the highest score.



Table 4.11  
The percentages of speaking score in question number four

No	Aspect	Point Score	Frequency	Percentage
4	Pronunciation	1	0	0%
		2	1	6,7%
		3	11	73,3%
	Grammar	4	3	20%
		1	0	0%
		2	2	13,3%
	Vocabulary	3	12	80%
		4	1	6,7%
		1	0	0%
	Fluency	2	3	20%
		3	11	73,3%
		4	1	6,7%
	Comprehension	1	0	0%
		2	7	46,6%
		3	8	53,3%
		4	0	0%
		1	0	0%
		2	11	73,3%
		3	4	20%
		4	0	0%

Regarding the table above , in pronunciation aspect .There were three eleven students gained score 3 (three) which mean there is a problem in pronunciation that makes the listener very focused and sometimes causes misunderstandings. There was no students attained the lowest score and the highest score was reached by three students which meant there were the pronunciation is understandable even with a certain accent. In grammar aspect, there were twelve students attained score 3 (three), which meant some grammatical errors occurred but had no effect on the meaning of. There was no students attained the lowest score , but the highest score was reached by one students which meant almost no grammatical errors.

After that, in vocabulary aspect, there were eleven students gained score 3 (three), which meant often use inappropriate vocabulary so that the dialogue becomes limited due to limited vocabulary. There was no students attained the lowest score, but the highest score was reached by one students which meant there were some pronunciation is inappropriate and requires further explanation due to inappropriate vocabulary . In fluency aspect , most students gained score 3 (three), which meant there were not very fluent because of language difficulties. There was no students attained the lowest score and highest score of fluency.

For comprehension aspect, there were eleven students gained score 2 (two), which meant there were It's hard to Follow dialogue done except on dialog section general with conversations that are slowly and many repetition. There was no students attained the lower score and the highest score of comprehension.

Table 4.12  
The percentages of speaking score in question number five

No	Aspect	Point Score	Frequency	Percentage	
5	Pronunciation	1	0	0%	
		2	1	6,7%	
		3	8	33,3%	
		4	6	40%	
	Grammar	1	0	0%	
		2	4	26,7%	
		3	9	60%	
	Vocabulary	4	2	13,3%	
		1	0	0%	
		2	4	26,7%	
	Fluency	3	11	73,3%	
		4	0	0%	
		1	0	0%	
			2	8	53%

		3	7	46%
		4	0	0%
	Comprehension	1	1	6,7%
		2	10	66,6%
		3	4	26,7%
		4	0	0%

Regarding the table above , in pronunciation aspect, most of students gained score three (3), which mean there is a problem in pronunciation that makes the listener very focused and sometimes causes misunderstandings. There was no students attained the lowest score, but There highest score attained by six students which meant the pronunciation is understandable even with a certain accent. In grammar aspect, there were nine students attained score 3 (three), which meant there were some grammatical errors occurred but had no effect on the meaning of. There was no students attained the lower score The highest score was reached by two students which meant there were Almost no grammatical errors .

After that, in vocabulary aspect, there were eleven students gained score 3 (three) which meant there were often use inappropriate vocabulary so that the dialogue becomes limited due to limited vocabulary. There was no students attained the lowest score and the highest score of vocabulary. In fluency aspect , most students gained score 2 (two) which meant, there were often hesitant and stopped due to language limitations. There was no students attained the lowest score and the highest score of fluency.

For comprehension aspect, there were tent students gained score 2 (two), which meant there were It's hard to Follow dialogue done except on dialog section general with conversations that are slowly and many

repetition. There were one students attained the lowest score , and there was no reached the highest score of comprehension.

The conclusion of extrovert students' speaking achievement was that the score of extrovert while KKM of English lesson in Senior High School of Nurul Jadid was 75. So, the mean score of introvert students was under KKM Senior High School of Nurul Jadid.

### **C. Analysis and Hypothesis Testing**

The analysis of the differences between introvert and extrovert second grade speaking achievement constitutes the hypothesis testing. The hypotheses of this research were as follows:

1. Alternative Hypothesis ( $H_a$ ) : There was a significant difference between introvert and extrovert second grades' speaking achievement at Senior High School of Nurul Jadid
2. Null Hypothesis ( $H_0$ ) : There was no significant different between introvert and extrovert second graders' speaking achievement at Senior High School of Nurul Jadid.

The sample can be said to be a large sample if the number samples is greater than 20. The procedure for calculating large samples for the Mann Whitney test is almost the same as for small samples, only the statistical test for large samples use the Z test.<sup>42</sup>

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<sup>42</sup> Ibid,394

### Test Statistics

	The result of speaking test
Mann-Whitney U	2,000
Wilcoxon W	122,000
Z	-4,587
Asymp. Sig. (2-tailed)	,000
Exact Sig. [2*(1-tailed Sig.)]	,000(a)

The test criteria was taken based on a comparison between the  $Z_{count}$  and the  $Z_{table}$  if the  $Z_{count} < -Z_{table}$ , the null hypothesis was rejected. Then, using a significance level of 5 percent, the  $Z_{table}$  could be searched using the normal distribution table in a way : if two sides,  $Z_{table} = 1 - 0.05/2 = 1 - 0.025 = 0.975$  in the normal distribution table = 1.96. It turned out that  $-4,587 < -1.96$ , because  $Z_{count}$  was lower than  $Z_{table}$ , the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. It meant that, there was a significant difference between introvert and extrovert second graders' speaking achievement.

The conclusion of the statistical analysis of the difference between introvert and extrovert second graders' speaking achievement was, there was a significant difference between introvert and extrovert achievement, as shown by the  $Z_{count}$  (-4,587) which was lower than the  $Z_{table}$  (-1.96). So, null hypothesis was rejected which meant extrovert students had higher score in speaking than introvert students.

## D. Discussion

The discussion should include a dialogue between theory and findings while the theory discussed about the introvert and extrovert in speaking ability. The researcher did not only discuss about speaking ability But also discussed about the comparison between introvert and extrovert students. The result of finding was same with some theories that explained about the differences between introvert and extrovert such as the theory from Laney, she said “introvert students are people who need private space to refuel, who do not gain their primary energy from external activities and who usually need time to reflect and think before speak”<sup>43</sup> Based on her statement, the internalized knowledge must have been different between introvert and extrovert personalities. Dyah also state “Introvert students have a personality that tends to be shy rather than a more active extrovert students”<sup>44</sup>

Some theories also mentioned the reason why introvert students had lower score achievement than extrovert students was because extroverts more active to speak up “Extrovert prefer more interactions, they can quickly get aggressive when trying to impress others or earn their respect through over commitment.”<sup>45</sup> .From the statement above, extroverts are people who like to interact with other people. Also when the researcher did the test, extrovert students were more serious to learn in the learning time.

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<sup>43</sup> Laney, 2002,37

<sup>44</sup> Dyah Sri Wulandari, “Extrovert and Introvert Students in Speaking Ability of English Department IAIN Palangkaraya”, 2017, 27.

<sup>45</sup> Mahikala Niranga, “Introverted and Extroverted Personality Traits of Leaders and OCB of Followers: A Moderating Effect of Leader-Member Relationship of IT Industry in Sri Langka”, *The International Journal of Business & Management*, 685, ( June 2019).

Then after selecting 15 introvert students and 15 extrovert students and conducted speaking tests by teachers and researchers. The results obtained that suggested that the speaking results of extrovert pupils were higher than introvert ones. All introverted students gained score under KKM, and there are six students of extrovert gained score under KKM.



## CHAPTER V

### CONCLUSION & SUGGESTION

This chapter presents the conclusion and suggestion of the research. The conclusion is the summary of the discussion based on the research question, while the suggestion is the recommendation based on the result of the research to encourage students and teacher in learning English speaking.

#### A. Conclusion

1. The introvert second graders' speaking achievement

The speaking achievement's score from introvert second graders speaking achievement at Senior High School of Nurul Jadid in The Academic Year 2020/2021 was 56,9 which was under the minimum mastery criteria or kriteria ketuntasan minimal (KKM) ) which is 75 for English lesson in Senior High School Nurul Jadid. There was no introvert students reached above KKM.

2. The extrovert second graders' speaking achievement

The speaking achievement's score from extrovert second graders speaking achievement at Senior High School of Nurul Jadid in The Academic Year 2020/2021 was 76,9 which was the minimum mastery criteria or kriteria ketuntasan minimal (KKM) which is 75 f or English lesson in Senior High School Nurul Jadid.

3. The difference between introvert and extrovert second graders' speaking achievement



The result of the hypothesis testing was, there was a difference between introvert and extrovert second graders' speaking achievement. As shown by the  $Z_{count}$  (-4,587) which was lower than the  $Z_{table}$  (-1.96). which means the null hypothesis was rejected in this research. It means that, there was a significant difference between introvert and extrovert speaking achievement

## **B. Suggestion**

### **1. Teacher of Senior High School Nurul Jadid**

The teacher should motivate students, especially introvert students to be enthusiastic in learning English because English is important lesson for students. The teacher should teach them in fun way to attract introvert students. She also has to make strategy that made students learn in group.

So, introvert students could learn in group and did not learn individually such as how extrovert students learned and introvert students could be more active and balanced extrovert students in English lesson especially in speaking achievement.

### **2. Further Research**

This research focused in on of four English skills. Other researcher can try to apply it in different skills, especially the receptive ones: speaking achievement and this research also focused on the extrovert and introvert, other research can try to conduct the research involving ambivert.

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## APPENDIX 11

### DECLARATION AUTHENTICITY

The undersigned below :

Name : Intan Lailatul Farah

NIM : T20156077

Department : English Education Department

Faculty : Tarbiyah and Teacher Training

Institution : Institute Islamic Studies Jember

On this statement, I hereby declare that thesis and all its content is truly the work of my own and I did not to plagiarism or quotation in ways that are inconsistent with the prevailing ethic in the scientific community

Jember 01 July 2021




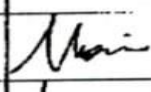
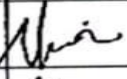
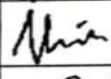

## APPENDIX 1

### Matrix of The Research

Title	Variable	Indicator	Data Source	Research Method	Research Problem
<p>The Comparison between Introvert and Extrovert Second Graders' Speaking Achievement at SMA Nurul Jadid in The Academic Year 2020/2021</p>	<p>Independent Variable</p> <ol style="list-style-type: none"> <li>1. Introvert and Extrovert Students</li> <li>2. Speaking Achievement</li> </ol>	<p><b>Aspects of Introvert and Extrovert Students</b></p> <ol style="list-style-type: none"> <li>a. Activity</li> <li>b. Sociability</li> <li>c. Risk Taking</li> <li>d. Impulsiveness</li> <li>e. Expressiveness</li> <li>f. Reflection</li> <li>g. Responsibility</li> </ol> <p><b>Aspects of Speaking</b></p> <ol style="list-style-type: none"> <li>a. Fluency</li> <li>b. Pronunciation</li> <li>c. Intonation</li> <li>d. Accuracy</li> <li>e. Comprehensiv e</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Primary data:</b> Speaking test Questionnaire</li> <li>2. <b>Secondary data :</b> <ol style="list-style-type: none"> <li>a. Related books</li> <li>b. Relevant articles</li> <li>c. Relevant Quran</li> <li>d. Relevant regulation</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Research Design :</b> Quantitative Research; Comparison Research</li> <li>2. <b>Technique of Collecting Data:</b> Test Questionnaire</li> <li>3. <b>Instrument of Collecting data</b> Questionnaire Speaking test</li> <li>4. <b>Data Analysis :</b> Mann Whitney Test</li> </ol>	<ol style="list-style-type: none"> <li>1. How is the introvert second graders speaking achievement at Senior High School of Nurul Jadid in The Academic Year 2020/2021?</li> <li>2. How is the extrovert introvert second graders speaking achievement at Senior High School of Nurul Jadid in The Academic Year 2020/2021?</li> <li>3. Is there any difference between Introvert and Extrovert second graders speaking achievement at Senior High School of Nurul Jadid in The Academic Year 2020/2021?</li> </ol>

APPENDIX 2

RESEARCH JOURNAL

No	Day, Date	Activity	Informant	TTD
1.	25 <sup>th</sup> October 2020	Provide a letter of research to the headmaster	Headmaster of Senior High School Nurul Jadid, Paiton.	
2.	2 <sup>th</sup> December 2020	Give a questionnaire to all 2 <sup>nd</sup> grade of IPA	English Teacher	
3.	7 <sup>th</sup> December 2020	Speaking test in XIIPA5	English Teacher	
4.	8 <sup>th</sup> December 2020	Speaking test in XIIPA6	English Teacher	
5.	26 <sup>th</sup> December 2020	Request a letter of research completion	Administration staff	

Jember, 30<sup>th</sup> December 2020

Headmaster of SMA Nurul Jadid



BIDIK, P. WICAKSONO, S.Sos., M.Pd

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## APPENDIX 3

### Angket tes kepribadian Introvert and Extrovert

#### Petunjuk Pengisian

1. Angket pola kepribadian Introvert dan Extrovert terdiri dari 15 nomor.
2. Masing-masing nomer memiliki dua pertanyaan yang bertolak belakang ( Pernyataan A dan B)
3. Pilihlah salah satu pertanyaan yang paling sesuai dengan dirimu , tanpa di pengaruhi oleh pendapat orang lain, Jika kamu merasa pernyataan A sesuai dengan dirimu maka berilah tanda centang (V) pada kolom isian disebelah pernyataan A. Contoh cara pengisian angket yang memilih pernyataan A sebagai berikut :

No	PERNYATAAN A	ISIAN		PERNYATAAN B
1.	Lebih memilih komunikasi dengan menulis			Lebih memilih komunikasi dan berbicara

4. Kemudian jika kamu merasa pernyataan B yang paling sesuai dengan dirimu maka berilah tanda silang (v) pada kolom isian di sebelah kiri pernyataan B. Contoh cara pengisian angket yang memilih pernyataan B sebagai berikut :

No	PERNYATAAN A	ISIAN		PERNYATAAN B
1.	Lebih memilih komunikasi dengan menulis			Lebih memilih komunikasi dan berbicara

5. Setiap pernyataan A dan B merupakan pernyataan yang saling bertolak belakang sehingga tidak mungkin satu nomer berisi 2 centang. Berikut ini contoh pengisian angket yang **SALAH**.

No	PERNYATAAN A	ISIAN		PERNYATAAN B
1.	Lebih memilih komunikasi dengan menulis			Lebih memilih komunikasi dan berbicara



## Angket tes kepribadian Introvert and Extrovert

**Nama :**

**Kelas :**

No	PERNYATAAN A	ISIAN	PERNYATAAN B
1.	Lebih memilih komunikasi dengan menulis		Lebih memilih komunikasi dan berbicara
2.	Menemukan dan mengembangkan ide dengan mendiskusikannya		Menemukan dan mengembangkan ide dengan merenungkan
3.	Berorientasi pada dunia eksternal (kegiatan, orang)		Berorientasi pada dunia internal (memori, pemikiran, ide)
4.	Fokus pada sedikit hobi namun mendalam		Fokus pada banyak hobi secara luas dan umum
5.	Tertutup dan mandiri		Sosial dan ekspresif
6.	Pertemuan dengan orang lain dan aktifitas sosial melelahkan		Bertemu orang lain aktifitas sosial bersemangat
7.	Beraktifitas sendiri dirumah menyenangkan		Beraktifitas sendiri dirumah membosankan
8.	Berinisiatif tinggi hampir dalam berbagai hal meskipun tidak berhubungan dengan dirinya		Berinisiatif bila memaksa atau berhubungan dengan kepentingan sendiri
9.	Terlebih memilih tempat yang tenang dan pribadi untuyk berkonsentrasi		Lebih memilih tempat yang ramai dan banyak interaksi/ aktifitas
10.	Berfikir secara matang sebelum bertindak		Berani bertindak tanpa terlalu lama berfikir
11.	Mengespresikan semangat		Menyimpan semangat dalam hati
12.	Mencari kesempatan untuk berbicara dengan perorangan		Memilih berkomunikasi dengan sekelompok orang
13.	Lebih suka kominikasi tidak langsung(telp,surat,email)		Lebih suka komunikasi langsung (tatap muka)
14.	Membangun ide saat berbicara		Membangun ide dengan matang baru membicarakan
15.	Spontan, senang berpergian mudah, menyesuaikan diri		Berhati-hati penuh pertimbangan,kaku

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### The Criteria of Eysenck Personality Questionnaire

Sub concept	Extrovert	Introvert
Activity	Generally active or energetic. They enjoy all kinds of physical activity. They move up rapidly from one activity to the other and they pursue a wide variety of different interests.	They are inclined to be psychically inactive, lethargic and easily tired. They move about the world at a leisurely pace and prefer quite restful holidays.
Sociability	They like social function such as parties and dance. They like to make a friend. They generally meet people easily and are comfortable in social situation.	They prefer to have only a few special friends, enjoy solo activity like reading and has difficulty in trying to talk to other people.
Risk taking	They like the challenging activity and ignore the consequences. They are those who dare to take risks.	They are preferred for familiarity, safety and security even if this means sacrificing some degree of excitement in life.
Impulsiveness	They are inclined to act on the spur of the moment, make hurriedly, often-premature decisions and are usually carefree, changeable and unpredictable	They are consider matters very carefully before making a decision. They are systematic orderly and cautious and plan out their life in advance. They think before they speak and look before they leap.,
Expressiveness	They are reserved, even tempered, cool, detached and generally controlled as regards their expressions of their thoughts and their feeling.	They tend to be sentimental, sympathetic, volatile and demonstrative.
Reflectiveness	When doing job they are more likely to do things than think about them. They tend to have a directional and practical mindset.	They have theoretical mindset, tend to be interested in ideas, speculation and they like to think and introspection.
Responsibility	They are inclined to be casual, careless of protocol, late with commitments, unpredictable and perhaps socially irresponsible.	They are likely to be When doing job they are more likely to do things than think about them. They tend to have a directional and practical mindset. Conscientious, reliable, trust-worthy and serious minded with a little bit of compulsiveness.

### Kisi-Kisi Angket Kepribadian Introvert dan Extrovert

Kecenderungan Kepribadian	Indikator	Butir Pertanyaan	
		Pertanyaan A	Pernyataan B
Introvert	Reflectiveness	1,4,5,6,7,9,10,11,12	2,3,8,11,14,15
	Responsibility	,13	
Extrovert	Sociability	2,3,8,11,14,15	1,4,5,6,7,9,10,12,13
	Risk Taking		3
	Impulsiveness		
	Expressiveness		
	Activity		

Siswa dikatakan berkepribadian :

- Introvert (jika jawaban  $> 8$  dari 15 pernyataan kategori extrovert)
- Extrovert (jika jawaban  $> 8$  dari 15 pernyataan kategori extrovert)

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## **APPENDIX 4**

### **Soal Speaking test Bahasa Inggris kelas XIIPA**

1. What do you think about English subject?
2. What your opinion about English teacher ?
3. What is your comment about the Facilities of SMA NURUL JADID?
4. What do you like in this school?
5. Give me your comment about the Library in SMA NURUL JADID?



APPENDIX 5

Speaking Test by the Teacher

No	Name	Personality	Speaking Score				
			P	G	V	F	C
1	Vina Agustin	Introvert	4	2	3	2	1
			3	2	3	2	2
			3	2	3	2	2
			3	2	2	2	2
			3	3	2	2	2
2	Siti Aisyah	Introvert	3	2	2	2	1,5
			3	2	3	2	2
			3	2	3	2	2
			3	3	2	2	2
			3	2	2	2	1,5
3	Nur Diana Asia	Introvert	3	3	3	2	1,5
			2	3	2	2	2
			2	2	3	3	2
			3	2	3	2	1,5
			3	2	3	2	1
4	Riska Safitri	Introvert	3	2	3	2	1,5
			3	2	3	2	1,5
			3	2	2	2	2
			2	3	2	2	1,5
			3	2	2	1,5	1,5
5	Khoirun Nisa'	Introvert	3	3	3	2	2
			3	3	2	2	2
			3	2	4	3	2
			3	3	3	2	2
			3	3	2	2	2
6	Lailatul Munawwaroh	Introvert	3	2	3	3	2
			3	2	2	2	2
			3	3	4	2	2
			3	3	3	3	2
			3	3	4	2	2
7	Bella Safitri	Introvert	2	3	2	3	3
			2	2	3	2	2
			2	2	3	2	2
			2	2	2	2	1,5
			2	3	3	2	2
8	Nur Amalia	Introvert	3	3	3	3	3
			2	3	3	2	2,2
			2	3	2	2	2
			3	2	2	2	1,5
			3	2	3	2	1,5

9	Izza Afkarina	Introvert	2	4	3	3	3
			2	3	3	2	2
			2	2	3	2	2
			3	2	2	2	1,5
			3	2	2	2	1,5
10	Sayyidah Hilmi Dewi	Introvert	4	3	3	2	2
			3	2	3	2	2
			2	2	3	2	1,5
			2	2	2	2	1,5
			3	2	3	2	1,5
11	Syalva Dwi K	Introvert	4	4	3	3	2
			3	3	3	2	2
			3	3	2	2	2
			3	3	2	2	2
			4	3	3	2	2
12	Zulfia Faridatul M	Introvert	2	2	2	2	2
			3	2	2	2	1,5
			2	2	3	2	1,5
			2	2	3	2	1,5
			2	3	3	2	1,5
13	Putri Salsabila	Introvert	3	2	3	2	1,5
			2	3	2	2	1,5
			2	2	2	2	1,5
			3	2	2	2	1,5
			3	3	2	2	1,5
14	Lupsul Jannah	Introvert	3	3	3	2	2
			3	2	2	2	3
			2	2	2	2	1,5
			2	2	3	3	1,5
			3	2	2	3	1,5
15	Khoirun Nisa'	Introvert	3	3	2	3	2
			3	3	2	3	1,5
			2	3	2	3	2
			2	3	3	2	1
			2	3	3	2	1
16	Izzah Azalia	Extrovert	4	3	4	3	3
			4	3	4	3	3
			4	3	4	3	3
			4	4	4	3	2
			4	4	3	3	2
17	Wirdatun Nafisah	Extrovert	3	3	3	3	3
			3	3	3	3	2
			3	2	3	3	2
			4	3	3	3	3
			3	3	3	3	3

18	Nurul Laila Puspita	Extrovert	3	3	3	2	2
			3	3	2	3	3
			3	3	3	3	2
			2	2	2	3	3
			3	3	3	2	2
19	Musdalifa	Extrovert	3	3	3	2	2
			3	2	3	2	2
			3	2	3	2	2
			3	3	4	3	2
			4	3	3	2	3
20	Dwi Anugrah Putri	Extrovert	3	3	3	3	3
			3	3	4	3	2
			4	2	3	2	3
			4	3	3	2	3
			3	3	3	2	1,5
21	Indah Yani	Extrovert	4	3	2	4	3
			4	3	3	3	3
			4	3	4	4	3
			4	4	4	3	2
			3	3	3	3	3
22	Shafwil widad	Extrovert	4	4	4	3	3
			4	3	3	3	2
			4	4	4	3	2
			4	3	3	3	2
			3	3	3	2	2
23	Dinia Arifah	Extrovert	4	4	3	3	3
			3	4	3	3	3
			4	4	3	3	3
			3	4	3	3	3
			3	3	4	3	2
24	Putri Mayuroh	Extrovert	4	3	4	2	3
			4	3	3	2	3
			4	3	4	3	3
			4	3	3	3	2
			4	4	3	3	3
25	Faridatul Jannah	Extrovert	4	3	4	3	3
			3	3	3	3	3
			4	4	2	3	3
			3	3	3	2	3
			4	4	4	2	2
26	Hilyatul Aulia	Extrovert	4	4	4	3	3
			4	3	3	2	2
			4	3	3	3	3
			4	3	3	3	3
			4	3	3	3	3
27	Maulidia Hanun	Extrovert	4	3	3	3	2

			4	3	3	3	2
			4	3	3	2	2
			4	3	3	3	2
			4	3	3	2	2
<b>28</b>	Aliana fitria	Extrovert	4	3	4	3	3
			3	3	3	3	3
			3	3	3	3	3
			3	3	2	3	2
			3	2	3	3	2
<b>29</b>	Widiana Sari	Extrovert	4	4	4	3	3
			4	4	4	4	3
			4	3	4	3	3
			3	4	3	3	3
			4	4	3	3	3
<b>30</b>	Fara Dilla Sahara	Extrovert	4	3	4	4	3
			4	3	4	4	4
			4	4	4	3	3
			4	4	3	4	3
			4	3	3	4	3

Additional Information :

P : Pronunciation

G : Grammar

V : Vocabulary

F : Fluency

C : Comprehension

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APPENDIX 6

Speaking Test by the Teacher

No	Name	Personality	Speaking Score				
			P	G	V	F	C
1	Vina Agustin	Introvert	4	2	3	2	1
			3	2	3	2	2
			3	2	3	2	2
			3	2	2	2	2
			3	3	2	2	2
2	Siti Aisyah	Introvert	3	2	2	2	1,5
			3	2	3	2	2
			3	2	3	2	2
			3	3	2	2	2
			3	2	2	2	1,5
3	Nur Diana Asia	Introvert	3	3	3	2	1,5
			2	3	2	2	2
			2	2	3	3	2
			3	2	3	2	1,5
			3	2	3	2	1
4	Riska Safitri	Introvert	3	2	3	2	1,5
			3	2	3	2	1,5
			3	2	2	2	2
			2	3	2	2	1,5
			3	2	2	1,5	1,5
5	Khoirun Nisa'	Introvert	3	3	3	2	2
			3	3	2	2	2
			3	2	4	3	2
			3	3	3	2	2
			3	3	2	2	2
6	Lailatul Munawwaroh	Introvert	3	2	3	3	2
			3	2	2	2	2
			3	3	4	2	2
			3	3	3	3	2
			3	3	4	2	2
7	Bella Safitri	Introvert	2	3	2	3	3
			2	2	3	2	2
			2	2	3	2	2
			2	2	2	2	1,5
			2	3	3	2	2
8	Nur Amalia	Introvert	3	3	3	3	3
			2	3	3	2	2,2
			2	3	2	2	2
			3	2	2	2	1,5
			3	2	3	2	1,5
9	Izza Afkarina	Introvert	2	4	3	3	3

			2	3	3	2	2
			2	2	3	2	2
			3	2	2	2	1,5
			3	2	2	2	1,5
10	Sayyidah Hilmi Dewi	Introvert	4	3	3	2	2
			3	2	3	2	2
			2	2	3	2	1,5
			2	2	2	2	1,5
			3	2	3	2	1,5
11	Syalva Dwi K	Introvert	4	4	3	3	2
			3	3	3	2	2
			3	3	2	2	2
			3	3	2	2	2
			4	3	3	2	2
12	Zulfia Faridatul M	Introvert	2	2	2	2	2
			3	2	2	2	1,5
			2	2	3	2	1,5
			2	2	3	2	1,5
			2	3	3	2	1,5
13	Putri Salsabila	Introvert	3	2	3	2	1,5
			2	3	2	2	1,5
			2	2	2	2	1,5
			3	2	2	2	1,5
			3	3	2	2	1,5
14	Lupsul Jannah	Introvert	3	3	3	2	2
			3	2	2	2	3
			2	2	2	2	1,5
			2	2	3	3	1,5
			3	2	2	3	1,5
15	Khoirun Nisa'	Introvert	3	3	2	3	2
			3	3	2	3	1,5
			2	3	2	3	2
			2	3	3	2	1
			2	3	3	2	1
16	Izzah Azalia	Extrovert	4	3	4	3	3
			4	3	4	3	3
			4	3	4	3	3
			4	4	4	3	2
			4	4	3	3	2
17	Wirdatun Nafisah	Extrovert	3	3	3	3	3
			3	3	3	3	2
			3	2	3	3	2
			4	3	3	3	3
			3	3	3	3	3
18	Nurul Laila Puspita	Extrovert	3	3	3	2	2

			3	3	2	3	3
			3	3	3	3	2
			2	2	2	3	3
			3	3	3	2	2
19	Musdalifa	Extrovert	3	3	3	2	2
			3	2	3	2	2
			3	2	3	2	2
			3	3	4	3	2
			4	3	3	2	3
20	Dwi Anugrah Putri	Extrovert	3	3	3	3	3
			3	3	4	3	2
			4	2	3	2	3
			4	3	3	2	3
			3	3	3	2	1,5
21	Indah Yani	Extrovert	4	3	2	4	3
			4	3	3	3	3
			4	3	4	4	3
			4	4	4	3	2
			3	3	3	3	3
22	Shafwil widad	Extrovert	4	4	4	3	3
			4	3	3	3	2
			4	4	4	3	2
			4	3	3	3	2
			3	3	3	2	2
23	Dinia Arifah	Extrovert	4	4	3	3	3
			3	4	3	3	3
			4	4	3	3	3
			3	4	3	3	3
			3	3	4	3	2
24	Putri Mayuroh	Extrovert	4	3	4	2	3
			4	3	3	2	3
			4	3	4	3	3
			4	3	3	3	2
			4	4	3	3	3
25	Faridatul Jannah	Extrovert	4	3	4	3	3
			3	3	3	3	3
			4	4	2	3	3
			3	3	3	2	3
			4	4	4	2	2
26	Hilyatul Aulia	Extrovert	4	4	4	3	3
			4	3	3	2	2
			4	3	3	3	3
			4	3	3	3	3
			4	3	3	3	3
27	Maulidia Hanun	Extrovert	4	3	3	3	2
			4	3	3	3	2

			4	3	3	2	2
			4	3	3	3	2
			4	3	3	2	2
<b>28</b>	Aliana fitria	Extrovert	4	3	4	3	3
			3	3	3	3	3
			3	3	3	3	3
			3	3	2	3	2
			3	2	3	3	2
<b>29</b>	Widiana Sari	Extrovert	4	4	4	3	3
			4	4	4	4	3
			4	3	4	3	3
			3	4	3	3	3
			4	4	3	3	3
<b>30</b>	Fara Dilla Sahara	Extrovert	4	3	4	4	3
			4	3	4	4	4
			4	4	4	3	3
			4	4	3	4	3
			4	3	3	4	3

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APPENDIX 7

Table r Product Moment

**Table r Product Moment**

N	Sig level		N	Sig Level		N	Sig Level	
	5%	1%		5%	1%		5%	1%
3	0.997	0.999	27	0.381	0.487	55	0.266	0.345
4	0.950	0.990	28	0.374	0.478	60	0.254	0.330
5	0.878	0.959	29	0.367	0.470	65	0.244	0.317
6	0.811	0.917	30	0.361	0.463	70	0.235	0.306
7	0.754	0.874	31	0.355	0.456	75	0.227	0.296
8	0.707	0.834	32	0.349	0.449	80	0.220	0.286
9	0.666	0.798	33	0.344	0.442	85	0.213	0.278
10	0.632	0.765	34	0.339	0.436	90	0.207	0.270
11	0.602	0.735	35	0.334	0.430	95	0.202	0.263
12	0.576	0.708	36	0.329	0.424	100	0.195	0.256
13	0.553	0.684	37	0.325	0.418	125	0.176	0.230
14	0.532	0.661	38	0.320	0.413	150	0.159	0.210
15	0.514	0.641	39	0.316	0.408	175	0.148	0.194
16	0.497	0.623	40	0.312	0.403	200	0.138	0.181
17	0.482	0.606	41	0.308	0.398	300	0.113	0.148
18	0.468	0.590	42	0.304	0.393	400	0.098	0.128
19	0.456	0.575	43	0.301	0.389	500	0.088	0.115
20	0.444	0.561	44	0.297	0.384	600	0.080	0.105

21	0.433	0.549	45	0.294	0.380	700	0.074	0.097
22	0.423	0.537	46	0.291	0.376	800	0.070	0.091
23	0.413	0.526	47	0.288	0.372	900	0.065	0.086
24	0.404	0.515	48	0.284	0.368	1000	0.062	0.081
25	0.396	0.505	49	0.281	0.364			
26	0.388	0.496	50	0.279	0.361			



## APPENDIX 8

### Map of SMA NURUL JADID PAITON



## APPENDIX 9

### Research Permission Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI JEMBER**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136  
Website : [www.http://ftik.iain-jember.ac.id](http://ftik.iain-jember.ac.id) e-mail : [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor : B. 0829/In.20/3.a/PP.00.9/10/2020  
Sifat : Biasa  
Lampiran : -  
Hal : **Permohonan Ijin Penelitian**

23 Oktober 2020

Yth. Kepala SMA NURUL JADID  
Jln, K.H. Zaini Mun'im, Karang anyar, Kec. Paiton , Probolinggo

*Assalamualaikum Wr Wb.*

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : Intan Lailatul Farah  
NIM : T20156077  
Semester : XI  
Prodi : TADRIS BAHASA INGGRIS

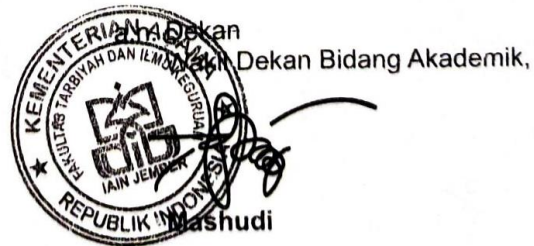
untuk mengadakan Penelitian/Riset mengenai **THE COMPARISON BETWEEN INTROVERT AND EXTROVERT SECOND GRADERS' SPEAKING ACHIEVEMENT AT SENIOR HIGH SCHOOL NURUL JADID PROBOLINGGO IN THE ACADEMIC YEAR 2020/2021** selama **30 ( tiga puluh )** hari di lingkungan lembaga wewenang Bapak/Ibu Didik P. Wicaksono, S.Sos., S.Pd.I..

Adapun pihak-pihak yang dituju adalah sebagai berikut:

Mustafa, S.Pd.I.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

*Wassalamualaikum Wr Wb.*





## APPENDIX 10

### Completed Research Letter



**YAYASAN NURUL JADID**  
**SEKOLAH MENENGAH ATAS NURUL JADID**  
**TERAKREDITASI A**  
**PAITON PROBOLINGGO JAWA TIMUR**

Jalan K.H. Zaini Mun'im Karanganyar Paiton Probolinggo 67291 Jawa Timur  
Telepon (0335) 771739, E-mail: [kantor@smanj.sch.id](mailto:kantor@smanj.sch.id), Website: [www.smanj.sch.id](http://www.smanj.sch.id)

## SURAT KETERANGAN

NJ-H/17 /166/A.VIII/06.2021

Kepala SMA Nurul Jadid Paiton Probolinggo dengan ini menerangkan bahwa

nama : Intan Lailatul Farah  
NIM : T20156077  
jenjang : S1  
program studi : Tarbiyah / Pendidikan Bahasa Inggris  
perguruan tinggi : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

yang bersangkutan telah menyelesaikan penelitiannya pada tanggal 02 Januari 2021 di SMA Nurul Jadid yang dimulai dari tanggal 02 Desember 2020 dengan judul Skripsi "The Comparison between Introvert and Extrovert Second Grade Speaking Achievement at Senior High School".

Surat keterangan ini kami buat dengan sebenarnya untuk digunakan sebagaimana mestinya.

Paiton, 29 Juni 2021



**DIDIK P. WICAKSONO, S.Sos., M.Pd.**

## APPENDIX 13

### Photo of Documentation during Research



**Distributing questionnaires to Students**



**During Speaking Test**



## APPENDIX 12

### BIODATA OF RESEARCHER

#### Personal Information

- Full Name : Intan Lailatul Farah
- NIM : T20156077
- Gender : Female
- Place, Date of Birth : Bondowoso, Agust 9<sup>th</sup> 1996
- Address : RT 36, RW 16, Sukosari- lor,  
Bondowoso
- Religion : Islam
- Department/ Majors Courses : Language Education/ English  
DepartementA
- Email Address :

#### Education Background

- 2002-2003 : Kindergarten Pertiwi
- 2003-2009 : SDN Sukosari- lor 01
- 2009-2012 : Islamic Junior High School of Nurul Jadid
- 2012-2015 : Islamic Senior High School of Nurul Jadid